ADULT EDUCATION

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AEA Officers for 1953-54 at Third National Conference
Left to right: Hosman, Long, Sheats, Houle, Sharer, Hunsaker.

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Milestones in Adult Education

This issue of AE is both late in reaching you and larger than usual. It contains reports of two conferences that broke new ground and charted new directions for adult education in the United States.

First in time was the First National Conference of the National Association of Public School Adult Educators (NAPSAE), an affiliate of AEA, held at the Hotel Statler in New York City, October 24-25. The conference theme: Public School Adult Education—Plotting Growth and Planning the Future. Two hundred seventy-five people took part.

Immediately following, on October 26-29, at the nearby Hotel New Yorker, the Adult Education Association held its Third National Conference. Most of the NAPSAE conferees stayed on for this conference, swelling its registered attendance to 808. The AEA conference theme, Working Together in Performing the Responsibilities of Citizenship, pointed up the central meaning and mission of adult education today—to enable men and women to maintain and expand freedom and self-government by learning to deal creatively with the forces now challenging our established habits, customs, and institutions.

To work together on large projects people must specialize. Hence, 16 workgroups labored at the NAPSAE conference, and 32 at the AEA conference. It is equally true that to work together people must generalize, must relate their special interests to broader goals, values, and social realities. Hence, both conferences started, ended, and interspersed their proceedings with general sessions. These meetings reflected and contributed to the conferees' sense of the nature, importance, and urgency of the adult education task, and provided a common frame of reference for each person's special occupational interest and conference responsibility.

Although the speeches and reports that follow reflect only the work aspects of the conferences, they were not all work. There were time and opportunity for informal education and recreation, for tours to the United Nations Organization, for inspection of many of New York's adult education programs, for a demonstration by players of the American Theater Wing of the educational uses of drama, and for the breaking in by Jess Ogden, Per Stensland, and others of a new and fabulous guitar presented to AEA by the staff of the Fund for Adult Education.

Climaxing the two conferences was the meeting of AEA's Delegate Assembly on October 29th. This meeting set the direction of AEA development for the next three years and aired some major issues for us to resolve as we move ahead.

AEA's THIRD NATIONAL CONFERENCE

New York City, October 26-29, 1953

Purpose and Structure

In these formative years of AEA our conferences have been designed to do at least three things:

(1) Enable people working in special areas of adult education to meet, talk, explore common problems, and plan ahead with others working in the same areas. This aim has been carried out by having numerous conference groups meet simultaneously to work on different areas of interest.

(2) Enable adult educators to explore common purposes and problems across special interest lines and to create a common consciousness of the social realities which make the rapid development of adult education a modern necessity. This aim has been carried out by reporting to all conferees the work of conference subgroups, by addresses and panel discussions at general sessions, and by an emphasis, within special interest groups, on areas of collaboration with others and on their place in the general field of adult education.

(3) Enable the policy-making body of AEA, the Delegate Assembly, to do its work in the light of recommendations made to it by conferences as representative of the field as AEA has been able to assemble. This aim has been carried out by soliciting policy recommendations from conference groups, from AEA committees meeting during our conferences, from individual conferees, and channeling all recommendations into the legislative machinery of the Delegate Assembly.

Thus our conferences have recognized the need of the adult education field to develop both its diversity and its unity and to give effective guidance to its national association.

Our third national conference followed this general scheme in purpose and structure. The addresses and reports that follow give some idea of the variety of concerns and the volume of work that occupied this largest of AEA conferences.

I am glad to send greetings to all those attending the Third Annual Conference of the Adult Education Association.

Like those of you attending this conference, I am firmly convinced that the education of a mature person is never completed, that the termination of his high school, college or graduate school work should be not an end to, but a milestone in, his education. Your endeavors to supplement, with continued formal instruction, the efforts of intelligent adults informally to continue their education, therefore, constitute a significant service to our Nation.

My very best wishes go to you for a successful meeting. May it inspire you to ever more effective work in your important field.

DWIGHT D. EISENHOWER

Freedom Is Not Enough*

David D. Henry
Executive Vice Chancellor, New York University

I

FROM THE DAY when Hitler sent his armies into Poland through our present frustrations and uneasiness in working for peace in Korea, we as a people have been preoccupied with freedom.

This singleness of national concern followed decades of preoccupation with other goals—with economic prosperity, then economic security, then with peace through appeasement. War came, but its historical bitterness was dwarfed by the horrors of Buchenwald, and we suddenly became more conscious of the personal and national meaning of freedom than at any time in our history. What we had taken for granted now became precious and exclusively all-important.

We expressed our new concern in many ways. The Declaration of the Four Freedoms was an index to our mood. In education, the theme became "Education for a Free Society," and much curriculum diagnosis and construction grew from our new freedom-consciousness.

In identifying this national preoccupation with freedom, I do not minimize its transcendent priority within the framework of American democracy. At the same time, we must consider that freedom alone is not enough for personal and national fulfillment, and preoccupation with it in isolation can distort our understanding of the complex of values inherent in meaningful existence.

Freedom must be put into context with other values, values that encompass the "good life" and the outcomes of civilized living. Primitive peoples may have a high degree of freedom; a desert tribe may have freedom; a backwoodsman may have freedom. We obviously do not emulate any of these situations. Nor should we become so concerned with the defense of our freedom militarily, that we develop a bomb shelter psychology and accept the inevitability of war. The time that is ours between now and any need for the bomb shelter is the time we must use so that if the bombs do not fall, we shall not have lost the intellectual and spiritual gains of civilization itself.

This imperative brings all educated men and women and all the professional servants of education to the immediate and perennial significance of Thomas Jefferson's words, "If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be."

Accepting the all-important role of education as the core of all that has meaning in our time brings us to a new evaluation of adult education, in all its forms. The urgency of our task compels us to find new ways, larger outcomes, and a broader base for the educational function.

The recent report of the Fund for Adult Education, entitled *The Chal-*

* Address delivered at the opening general session of the AEA Conference, October 26th.

lenge of Lifetime Learning, defines this thesis:

> "A free society will prosper in direct relation to the ability of its citizens to think independently and critically, to grow in knowledge and wisdom, and to accept with a mature sense of responsibility positions of trust in civic, national and international affairs. Citizens of this character can only be developed through education which continues throughout adult life."

II

For many years, adult education both as a concept and as a function, has been peripheral in American education.

The concept of a broadly-educated citizenry was rooted in the vision of the founders of our country, as their many eloquent statements indicate. The faith of Thomas Jefferson in popular education found expression in the birth of the common school, and in the establishment of colleges and academies. These were instruments for the education of the young, however. Even at the opening of the twentieth century, the adult who did not have the advantage of education while young might be personally inspired by the legend of Lincoln at the fireside, or later he might use Eliot's five-foot shelf of books; but his continuing growth, in educational ways, had to be self-propelled with little service or help.

The organized education for the adult in the broad sense, is of the twentieth century. Even within our memories, the beginnings of its rapid development were not central in the education pattern. Adult Education, in capital letters, started with limited objectives, using the left-over, or make-shift, tools of other educational services. An early great impetus came with the Americanization of the foreign-born. Another push came from the "self-improvement" courses of the correspondence schools, the extension departments, the night schools, and the evening colleges.

Then, with the Depression, came the federally subsidized educational programs for the adult through the W.P.A., the E.R.A., C.C.C., and other agencies. However we may appraise the immediate outcome of these programs, they established two premises: one, the adult can and should be served through the local community; second, the adult is interested in education for leisure time, recreation, and personal enrichment. Of course, work in homemaking, child care, parent education, and personal efficiency also came in for a great deal of attention in these new definitions.

At the same time that the concept of adult education was broadening and its purposes deepening, its tools, fortunately, were improving. Once the class in adult education was nothing more than a day school class at night, using the same organization of instructional material, often having the same teachers (whose only motivation for employment was the extra pay,) the same techniques that obtained in the daytime, and very often the same limited objectives. It is no wonder that the achievements of these courses and programs were limited. It was inevitable, however, that the adult education teacher should become identified as one having special skills in communication, in motivation, in the adaptation of materials to his adult audience. It was inevitable that the formal class should change to a discussion group, and that we should find the workshop, the camp, the conference, as more effective devices. "Informal"

education became a new term to describe the new approach to the education of the adult.

Now, within the past decade, we have a new objective added to the inventory. Adult education is still education for citizenship, education for self-improvement, personal efficiency, and personal enrichment; but it is also a means for developing consciousness of the overwhelming urgency of accelerating international understanding.

On this theme, Professor William Brickman, editor of *School and Society*, recently said, "We cannot overstress the significance of world-wide communication to a world-wide audience if we are indeed interested in peoples' learning to get along with each other and achieving a 'just peace'."

Professor Brickman also lists as appropriate subjects for emphasis within this new theme, "the fundamental facts of health and other knowledge, which is essential to living the good and safe life in modern society." He points to the discriminatory practices in educational service in many countries which evoke "a type of resentment which is certain to maintain international relations in a state of constant turmoil." In this connection, it is important to note that, while certain forms of organized adult education were pioneered in Europe, the broadened concept, which we accept today in the United States, is new in Europe and is gaining ground only because of the work of the United Nations, UNESCO, and the expanded scholarship programs offered in adult education.

This movement of adult education from the periphery of educational service to a place central in organized education is given perspective in this prophecy by Howard McClusky: "Just as the nineteenth century witnessed the growth and acceptance of elementary education, and just as the first half and second quarter of the twentieth century have, respectively, embraced the development of secondary and higher education, so will the next 50 years see adult education come to full stature as a phase of an advancing and dynamic culture. It will be accepted without reservation as the fourth and culminating level of education."

III

A free society begins at home—in the efficacy of the church, the school, the club, the manner of recreation and work, the quality of local government.

An enlightened society also begins at home,—in those community organizations which make for personal enrichment, the libraries, the schools, the museums, the study groups; in the community concern for public health and improved living conditions, in cooperative efforts for economic stability and intergroup harmony.

Community responsibility, then, is both a means and an end of education, and adult education, as well as other educational services, must be concerned both with achievements and failures at the community level.

A former president of Boston University, L. H. Murlin, many years ago defined the responsibility of the educational services of a community in these words: "It ought to be a startling and alarming experience to find a poor piece of engineering work in a city where there is a school of engineering. It should be regarded as a very serious matter for

a city to have poor sanitary conditions . . . when it has a medical school in its center. It is a serious reflection that any city, having a college or university with a department of education in its midst, should have a poor and inefficient public school system . . . If learning is worth anything it is worth being used in our everyday life . . . "

We all recognize that it has been and continues to be common practice to attribute to the schools all of our social maladjustments. Whether it be the poor spelling of the new employee, the emotional instability in the industrial dispute, the weakness in the ethics of the bank clerk, or, on a larger plane, whether it be higher taxes, secularism, delinquency, the evils of regimentation, or atomic hysteria, critics attribute our social failures to the inadequacies of the schools.

Whatever justice there may be in these criticisms, and there is some, adult education must share in the responsibility for dealing with the problem. We all know that the early years of the individual are not enough for learning. We all know that the early years are not enough to induce sustaining motivation for community responsibility.

Thus, in its essence, adult education comes to be an integral part of the educational service of our time. Whether we be in college or university, elementary or secondary school, church or social agency, government or business, labor union or management, each of us has a part in the failure or the success of efforts to solve community problems and all that this means for the lives of our people and for world peace.

You will remember that, in *Maud Muller*, John Greenleaf Whittier wrote,

"For of all sad words of tongue or pen,
The saddest are these: 'It might have been!' "

I think equally tragic are the words, "I might have known!" Let us all hope and pray that, as a people, we shall never have occasion to use them. Let it never be said that we have not cared enough to learn enough to solve our community problems.

IV

I have defined a "three-D" concept of adult education. The first dimension is the historic one—education for self-improvement and for the specific objective. The two new dimensions, interrelated, of course, in the total focus, are adult education for community responsibility, and adult education for international understanding.

The new dimensions in adult education, however, have importance only in their application. On this point some new areas of exploration are demanding in their importance and exciting in their potential.

Educational Television

Educational television service will take many forms when the noncommercial channels are established and in operation. It will be an important visual aid for the regular program in elementary and secondary schools. It will be of some assistance in the classrooms of the college and university, particularly in science instruction and in lecture demonstrations. It will be used in formal education at both the secondary and higher levels for the conventional and orthodox credit courses. It will be a great boon to the education of the "home-bound" child. It will be a rich source of auditorium program

material, and will enable school children to have favored seats at spectacles of history in the making. All of these are important in the relationship of educational television to formally organized school service.

Most students of educational television, however, believe that the greatest service and the greatest challenge of the new medium is in adult education. Fulfillment of this estimate must await the establishment of the educational channels and stations, for interpreting adult education to mean sustained and organized instruction over a defined period of time precludes attracting the mass audience necessary to win a financial sponsor. The potential educational audience, however, is nevertheless many times the size of those we normally serve; and from the point of view of enlarging educational service, we have indeed found a new instrument.

The task of preparing the case for educational television and interpreting its possibilities in order to procure that professional and public support essential to underpin the allocations by the Federal Communications Commission and to encourage the development of local structures for establishment and management of stations, has fallen to a relatively few. They have been able to carry on their work with the help of the Fund for Adult Education. It is fair to say that without the support of the Fund for Adult Education, through the Joint Committee on Educational Television, the National Citizens Committee on Educational Television, the program center recently established, the grants in aid to local communities for the building of stations, and the grants for special projects—without this far-flung and essential support, educational television today would be in the discussion stage.

The essential next steps in the growth of educational television are of special interest to the Adult Education Association. First, there must be the development of management and ownership structures in local communities, where the participation of all agencies interested in adult education is essential for the success of any unit. Second, there must be experimentation in the use of television by educational agencies, on closed circuit, on commercial channels, or in any other way that will promote the learning of how to use television for educational purposes.

It is distressing that, up to the present time, we have not had more wide-spread professional interest on the part of the subject matter groups and on the part of educational administrators at all levels and professional organizations of all types. These tasks that I define are not for the directors of broadcasting or for the extension division; they must involve the professional interest and creativeness of all parts of educational service if we are to achieve the full potential of television.

Television is primarily an instrument to reach large numbers of people. It will, therefore, be essentially an urban service. Except in network, the local television station is geographically restricted in a way that radio has not been. The challenge to develop and use television, therefore, is particularly urgent to the educators in the urban centers and it is there that we should look for first leadership.

Educational television may well be one of the great climactic influences upon the development of adult education, even more dramatically influential than were the federally supported activities of the thirties and

the great social movement to educate the immigrants in the twenties.

Geriatrics

Another great new area for exploration by adult education is education about and by the older age group in this country. This is not a new subject for your continuing examination. Where, a few years ago, this topic was introduced into educational programs as a kind of speculation, we now deal with a fact. Geriatrics is a specialty and its background a science. Rapid as have been these developments in medicine and psychology and, peripherally, in education, we have not yet organized to meet the primary need.

At a recent meeting of the American Psychological Association, the reporter's summary of what was said was: "Society's attitudes toward growing old probably cause more mental illness than the process of aging itself."

Assuming that the reporter caught clearly the trend of discussion, there is indeed a wide step from the popular understanding of the growing-old process to what needs to be done. "Aging is neither a disease nor a penalty," says Dr. W. R. King. "It is both a growth and an achievement."

The educational task is defined succinctly by Dr. Herman Feifel, a psychologist with the Veterans Administration: "There should be little doubt concerning the need for an educational program with the purpose of training for adjustment to old age . . . It could have the broad aim of anticipating and preventing the anxieties and maladjustments attendant on growing old. We possess mounting evidence that age changes are not uniform for all of us and that distinct individual differences exist."

How to deal with this vast audience, the aging group, which becomes increasingly large in our population, is a new claim upon adult education. Education for personal adjustment, for economic conservation, for personal enrichment, are goals to be sought. It is obvious that we have made much greater progress in the medical care of the aging than we have in their social and educational care. It remains for adult education to catch up with medicine in dealing with the problems of the aging. We have made a start in the course offerings of some of our evening school departments and in seminars sponsored by social agencies. A reflection of the current interest is in the creation of the Division of Maturity and Old Age in the American Psychological Association. That the whole field is one for continuing exploration is indubitable.

"All men are educationally underprivileged," says Paul McGhee, dean of the Division of General Education of New York University, and continuing study is, therefore, a vital essential means of keeping "their lives on the rise." If this is true for the average individual, how much more important is it for the older person to keep his life "on the rise?" "Not just added years but added life," should be our premise.

International Affairs

It is scarcely proper to identify international studies as a new idea of exploration for adult education. Outstanding work has been done in this field for many years by many agencies, formal and informal.

I list the topic, however, because we have the measure of our task in the current, wide-spread misunderstanding of the role of UNESCO in the cause of peace. That misunder-

standing is an index to our failure to do as much as we ought to have done in education for international understanding. In spite of the impressive bibliography on this subject, the inventory of extensive activity, and the dedicated service of many organizations and people, education for international understanding and education in international affairs remain in a number one position in the concern of educators.

Exchange of Persons

In most of our planning in adult education we project activities that involve groups of adults in sustained, organized learning situations. This delimitation is necessary, if we are not to get lost in semantics or take on as the province of adult education all constructive human activity. Adult education is not easily compartmentalized, however, and while at times we are confused by this phenomenon, we are at other times given new vision.

Study by travel has long been characterized as a kind of informal education. However, since it has been the opportunity largely of those who could afford it, it has been regarded as an educational luxury.

The changing world situation which clearly marks international understanding as the only means to international peace has pointed to the use of travel, when organized for specific objectives, as an important means of adult education. Within the decade, the Fulbright program and other arrangements to facilitate interchange of students, teachers, technical personnel, and leaders of all types, now mark the Exchange of Persons program as worthy of continuation and expansion.

Recently President Eisenhower endorsed the "exchange of persons" principle as an instrument for international understanding, and advocated its extension to include groups of business men, labor leaders, professional workers, and leaders from all fields.

As the exchange of students and professors has had the hospitable support of colleges and universities, the enlargement of the program as defined by the President may well be regarded as peculiarly the responsibility of our leaders in adult education.

V

Conclusion

New settings, new instruments, and new understandings come together to give importance and meaning to adult education as worthy of the conviction and concern of every professional educator and citizen leader.

Freedom alone is not enough. Freedom must continually be nourished and refreshed by education. In the words of Professor Sydney Hook, "When adult education is conceived and organized to minister to the continuing intellectual needs and interests of a democracy, it furnishes the steady light in which the spirit of freedom can refresh and sustain itself."

The United Nations Luncheon

On Tuesday, October 27th, the conference was addressed at luncheon by Hugh L. Keenleyside, director general, Technical Assistance Administration, United Nations. Mr. Keenleyside's talk—one of the high points of the conference—was published in the November issue of ADULT LEADERSHIP, and therefore is omitted here.

Following the address, Abbott Kaplan, chairman of AEA's Committee on International Relations, introduced and moderated a panel discussion by conference participants from five countries—Ramanbhai G. Bhatt of India, Iskander Potak Simandjuntak of Indonesia, William Lix Tsitsiwu of British Togoland, Hossein Atabak of Iran, and Robert Peers of England.

The speakers from Asia and Africa described briefly the most pressing problems confronting adult education in their countries and explained what help adult educators in this country could give them.

The problems mentioned by the representatives of the four "underdeveloped countries" were remarkably similar. They were essentially the problems inherent in making significant improvements in primitive economic, social, and cultural conditions in a short period of time. In these countries, seeking developed nationhood after centuries of colonial status, the possibility of successful self-government and the possibility of economic, social, and cultural development are closely interrelated. The speakers stressed needs for greatly augmented teaching personnel, for facilities and aid for training teachers, for instructional materials, for schools, for field research to determine effective methods of mass education. And they made it clear that they are counting on the assistance of the relatively well developed technical and educational resources of the United States in raising the standards of their people.

The moderator asked Mr. Peers to conclude the panel by stating what, in his view, were the most important problems facing adult educators everywhere as they attempt to establish international understanding and world peace.

In his reply Mr. Peers singled out the problems of poverty and "empty minds which are incapable of adjusting themselves to change."

"One is the cause of the other," he remarked, "and the two together form a vicious circle which is threatening the stability and peace of the world. Now while you in the United States and we I hope in Britain have escaped from the first of these inadequacies, we have not yet escaped from the second. We share that common problem with the so-called backward peoples. We have far too many people in our own communities who have empty minds and who are incapable of adjusting themselves to new ideas. As long as that situation remains, it is just as much a danger to peace and understanding as it is in the so-called backward countries, or even behind the 'Iron Curtain.' It isn't enough for us as adult educators to educate a new middle class in our own countries or in the former colonial territories. And I hasten to add that literacy is not enough, especially when it is a half-baked kind of literacy, to which we are only too well accustomed.

"We also have another problem

which we share with our brethren from overseas, and that is the problem of finding adequate resources to enable adult education to live up to the task of spreading the light of national and international understanding. We can't obtain enough resources for our work, and that's true even in this great country in which we have all met today. It is true of Britain and even more true of the countries from which our friends come. If we are to face up to the task of spreading international understanding through adult education, all of us have to press for adequate resources to do the job with which we have been entrusted. I believe that nothing would contribute more to international understanding and to world peace than to make good these deficiences of resources—and I am not thinking only of financial resources. Our job, I believe, is to train a great body of teachers, of researchers, who will examine the interrelations between material conditions and education, the growth of ideas, the spread of knowledge. It is our job in this new age in which we no longer have any ambition to send out conquerers, to send out teachers, trained people from among ourselves and people who come from overseas, to go out and work with those in other countries who are aspiring with us, consciously or unconsciously, to better ways of living."

I am very happy to send my greetings and good wishes to the Adult Education Association of the United States of America on the occasion of its Third National Convention in New York.

Education for world-mindedness offers the greatest challenge to our times because on the success of this programme depends the possibility of maintaining peace in the world. We have to inculcate in the citizens of all nations the feeling that they belong to one common humanity and therefore owe loyalty to values common to mankind. Perhaps this could not be done without fostering a critical sense, as well as a more constructive approach to such subjects as history, geography and foreign cultures.

Adult education is a vast program, even in the industrially advanced countries of the world; in Asia and other nations not so well advanced, we need to educate millions of illiterates or neo-literates into an appreciation of their rights and duties as citizens in democratic states. Schemes of community development which are afoot in India and elsewhere have the education of adults as a very vital part of their program. I sincerely hope that the Association with its experience of adult education in this country and its policy of evolving techniques for group or community leadership will place tools at the disposal of other such workers so that peace and understanding may be brought into the world.

VIJAYA LAKSHMI PANDIT
President of the General Assembly
United Nations

Summaries of 32 Workgroups

These thumbnail reports of the conference workgroups include only an indication of the nature of the problems and issues discussed.

In most cases space has not permitted the recording of specific recommendations made to AEA or other bodies.

Understanding People of Other Lands. Discussion Leader, Abbott Kaplan; Recorder, Tom Muir. One of the first problems this group took up was that of the growing fear of objective discussion on highly controversial issues in the field of international affairs. It was generally agreed that it is necessary to get all points of view no matter how controversial certain points may be.

Another was the consideration of specific methods and programs for increasing international affairs. Among those suggested were: youth ambassador programs, international living programs, living experiences with families and organized international groups, community councils on international affairs, international relationships through classes in Americanization, the use of materials on international affairs in regular school and adult classes, and social and recreational contacts between people from different lands.

The formation of an international adult education organization was discussed at length. There was unanimous feeling that such an organization could make a tremendous contribution toward promoting better understanding of people all over the world.

The group felt that little could be done by mass means to promote international understanding, but that progress would come chiefly from personal contacts and dynamic educational programs. It was thought that many existing organizations are already doing a worthwhile job in effecting better international understanding, but that their activities will have to be considerably extended.

Adult education organizations were seen by the group to hold the key to better understanding of the people of the entire world, and it was agreed that this fact should be emphasized in all programs.

Improving the Exchange of Persons Program. Discussion Leader, Robert Tesdell; Recorder, Jean Carlisle. This workgroup began its deliberations with the acknowledgement that not all international exchange creates better understanding between the people of the nations involved. They felt that the chief reason for these failures was the lack of any attempt on the part of many tourists to understand the new cultures in which they find themselves.

It was agreed that orientation is all-important if exchange of persons programs are to be improved. Adult education was seen to be able to make a greater contribution towards orienting prospective travelers by providing more classes designed for the half-million Americans who go abroad each year. It was stressed, also, that such classes could do much to help in the formation of positive attitudes towards people of other nations.

Similarly, it was felt that airlines and steamship companies should be approached about doing more orientation about the culture and mores of the countries to be visited and about the role of an American as a representative of this country. It was also suggested that travel agencies be approached about doing more orientation in the tours they already sponsor, as well as about evaluating the market for tours which show people more of the life and people of the countries visited than is typical of many tours sponsored by travel agencies.

In discussing the need for "cultural humility" on the part of our own and other people, it was pointed out that the McCarren Act added a degrading element to the process of coming to this country and therefore has a bad effect on the attitude of other nationals towards this country.

Maintaining Intellectual Freedom. Discussion Leader, Margaret E. Monroe; Recorder, Elizabeth Butcher. Having agreed that intellectual freedom demands free access to information and channels for the expression of opinion, this workgroup set itself the task of finding ways to maintain and extend the kind of climate in which these freedoms can operate. Strong citizens' committees, public forums offering a platform to both sides of issues involving intellectual freedom, and the use of organizations to bring pressure to bear when intellectual freedom is threatened, were seen as important means of arousing public interest for the preservation of intellectual freedom.

The workgroup gave serious consideration to the maintenance of intellectual freedom within adult education groups. Members of the workgroup felt that as centers which train individuals to question, think, and act on their own initiative, adult education groups should entertain all points of view and admit open controversy on issues and ideas. They recommended the use of films, books and other materials which raise questions, and the use of discussion to get out diverse points of view relating to questions raised by group members or by the materials being used. They also urged the development of more materials dealing with the topic of intellectual freedom, itself. Another recommendation of this group was that adult program planning and training personnel offer guidance on how to build programs in which intellectual freedom can be studied and practiced.

Increasing Participation in Democratic Processes. Discussion Leader, Arthur P. Crabtree; Recorder, Angelica Cass. This group cited the desire for easy answers, the increasing complexity of our democracy, inability to do critical thinking, fear of joining, and remoteness of issues as some of several blocks to participation in democratic processes.

The following principles for breaking down these and other barriers to participation emerged from their discussion:

1. The issues involved should be related to concerns that are vital to the people being activated.

2. Educators should learn to see needs the way the people to be served see them.

3. Representatives of the people to be served should be urged to sit down with educators to discuss programs at the planning stage.

Two projects prepared by the Public Affairs Committee on which

action is to be taken this year were presented to the group: "The Citizen and the News" and "Public Affairs in Adult Education."

Integrating Foreign and Native Cultures. Discussion Leaders, Don W. Dodson, Henry Nugent; Recorder, Lucile Gustafson. Throughout their discussion this group emphasized that culturally diverse communities must undergo a dynamic acculturation process in which old and new groups adapt flexibly to one another. This kind of program was seen as in direct contrast to one demanding complete severance of ties to previous cultures and absolute conformity to a preconceived American "type."

The participants tagged an exhaustive sociological study of the various groups within the community as the first task of a community integration program. Since mutual acceptance is likely to be speeded up in communities which offer opportunities for friendly, frequent, and significant social intercourse, the group stressed the importance of including data about the frequency and depth of contacts between members of various cultural groups in such studies.

The workgroup members also noted the need to recognize barriers to integration as well as ulterior political, economic, religious or paternalistic motives for inducing a kind of ethnic intermingling which is not genuinely integrative.

The group members cited several community resources which can be used in integration programs. They brought out the importance of looking for talent among unaffiliated individuals of both dominant and sub-cultures, as well as using the services and energies of organized social agencies and local groups.

Eliminating Segregation. Discussion Leader, William M. Cooper; Recorder, Hugh F. Wilson. The members of this group viewed the problem of segregation as "just one part of the world-wide problem of intergroup relations." Hence their discussion set the problem of segregation in the United States within this broader context.

In the belief that segregation, by law or by custom, violates the principles of religion and democracy, restricts the rights and harms the personalities of both the segregated and the segregating, and weakens the ability of the United States as a world power to command the respect of all peoples of the world, the group urged that immediate consideration be given to the urgent need for improvement in intergroup relations and activities throughout the U. S.

The group also recommended that reports of current action programs that have been successful in eliminating segregation and improving intergroup relations be studied by the AEA and cooperating agencies and organizations, and that the techniques and procedures contained in these reports be analyzed so that relevant ideas can be applied in other communities.

Education in Civil Defense. Discussion Leader, Carl Minich; Recorder, Jerome F. Walker. The work of this group proceeded from the assumption that "as a whole, people in this country are not too concerned with civil defense and are apathetic towards the present program." The group felt that the urgency of this situation requires a Presidential proclamation to give the public the facts about the seri-

ousness of our national vulnerability. It was thought that such a proclamation, along with other efforts to foster the notion that civil defense "will be with us forever," could open the way for an active program of education and action for civil defense.

The members agreed on a number of action steps which adult educators could take to help strengthen civil defense programs in their own communities, for example, training personnel and getting information to the public. They particularly stressed the need to make boards of education aware of the role adult education can play in civil defense education and to integrate civil defense education into existing adult civic affairs and safety education programs.

The type of mass media publicity being used for civil defense education was also reviewed by the workgroup. A long term mass media program was favored to the currently prevailing method of using spot announcements of an "emergency" nature.

Relating Childhood and Adult Education. Discussion Leader, Gertrude Noar; Recorder, Shirley K. Chartock. Effective public education of children and of adults were seen as interdependent tasks by the members of this group.

It was felt that adult education could play a role in the advancement of modern and democratic childhood education by spreading understanding of functions of education among the adult public and by developing active support for public elementary and secondary schools.

On the other hand, the institutions undertaking the education of children were seen to have responsibility for equipping their students with the tools and tastes that will lead them to continue their education into adult life and take their share of responsibility for the problems of the adult world.

Combining Adult Education with Community Development. Discussion Leader, Jess Ogden; Recorder, Helen K. Pitkin. This group attracted the largest number of people, about 80. They were concerned about the relationship of adult educators to community action programs, and about the methods of starting and maintaining such programs. Some of the questions raised: Should the adult educator take part in action to solve community problems, many of which are controversial? How can the adult educator help people and organizations to work together on community problems in such a way that they accept responsibility for continuing and developing projects, thus permitting the withdrawal of the professional? How can the resources of a community be mobilized for a program directed toward change?

The group divided into three parts to discuss these and related questions. The three sections were 1. rural communities—5,000 and under, 2. metropolitan communities—over 5,000, and 3. dormitory communities—the residents' places of work being elsewhere.

Relationships Among State Agencies in Adult Education. Discussion Leader, Norris A. Hiett; Recorder, Raymond W. Phipps. This group, which included representatives of public and volunteer agencies in 14 states and Nova Scotia, saw these advantages in close cooperation at the state level: more and better service to more people at a saving of time, money, and effort; greater pub-

lic understanding and support for comprehensive adult education services; personal and agency growth through the experience of working together.

The group recognized that, although patterns of cooperation would differ from state to state, effective cooperation always required good communication among and within agencies and the participation of lay citizens at every point.

Developing Policy in Adult Education. Discussion Leader, Wilbur C. Hallenbeck; Recorder, Robert Clancy. This workgroup agreed that the development of policy for AEA should involve the membership, the Council of National Organizations, and a proposed Adult Education Policies Commission. As proposed, the Adult Education Policies Commission would be appointed by the AEA Executive Committee, but be free to make independent pronouncements on policy. These would be fed into the policy-determining machinery of AEA, as would the thinking of the membership and CNO.

In connection with policy development, the group considered the problems of moving toward a "united front" of all people in adult education, and the relationship between national and local activities. The group agreed that the national body exists to serve local adult education. It was expected that as this "community approach" takes form in concrete activities, the channels for influencing policy from the local level would develop.

The group also gave a green light to the Committee on Social Philosophy, encouraging it to continue its work of stimulating thinking by adult educators and encouraging them to develop social philosophies in relation to the problems of the day.

Developing AEA Policy on Legislative Endorsements. Discussion Leader, Alfred C. Nelson; Recorder, Grace T. Stevenson. This workgroup declared: "Policy statements shall be made only on those national legislative issues which would directly affect the rank and file of the AEA membership, or the adult education movement as a whole. There shall be no policy statements made which jeopardize either other desirable educational programs, the unity of the association, or the present tax exempt status of AEA. AEA shall be prepared to carry through with concrete action on approved policy statements in specific situations where such action is needed."

A resolution to give effect to this policy was submitted to the Delegate Assembly. Action taken on it is reported in the Proceedings of the Delegate Assembly, elsewhere in this issue.

Professional Standards. Discussion Leader, Myra Woodruff; Recorder, Robert Burgess. "The need for a set of standards," the report of this workgroup states, "grows out of the fact that the adult education movement encompasses a wide variety of persons, with greatly varied education, experience, and other qualifications. This variety has contributed to the vigor of the movement, and of the Association itself, since these persons have brought to the movement the experience and ideas of other professional and lay groups. However, the lack of definite and universally applicable professional standards—measures of proficiency and accomplishment—carries with it certain disadvantages: the public is not easily able to identify compe-

tency in adult educators; the Association is unable to suggest to members the direction for the improvement of their professional equipment; the movement does not secure for itself the status and importance in the public mind that otherwise comes to a professional group." The group recommended a continuing study to determine the common professional elements in the variety of types of adult education, to set up tentative, minimum standards for adult educators, and to work out ways of making these standards effective. "We envision," says the report, "a set of standards which will serve as guideposts for members and for the movement, but not a set which would standardize adult educators through any certification procedure.

Training Professional Adult Education Workers. Discussion Leader, W. A. Ross; Recorder, Wilmer V. Bell. This group noted that, unlike people in some other fields, professional and lay adult educators need the same kinds of competence, particularly at the level of work with classes and groups, where the majority of practitioners are volunteers or part-time workers. A common core of training for persons in administrative, supervisory, and teaching or group leadership roles might include knowledge of the scope and aims of adult education and of the characteristics of adult learners and of their community environments, and skill in methods of adult instruction, in program and course planning, and in finding and using resources.

Particularly significant was the opinion of the group that a major need is to help teachers of adults to see themselves as *adult educators* rather than as, for example, "typing" teachers. Another need identified is to help administrators to regard adult education as something different in spirit from the education of the immature.

Recognizing the present dearth of pre- and in-service training and the great need for professional services in this area, the group urged that more resources be made available for this purpose by AEA and other agencies.

Popular Support for Adult Education. Discussion Leader, Harold Davey; Recorder, Christine Gilbert. This workgroup recognized that popular support for adult education can be expected only when wide circles of people are benefiting from adult education programs. They also noted that financial support is greatest in those areas where there is the greatest popular support. The group believed that to build popular support adult educators must take programs to the people where they normally work and meet and not rely exclusively on formal programs in the classrooms of educational agencies. "The real frontier of adult education," the group's report concludes, "lies in getting out into the community and helping mobilize people for action and civic responsibility so that the community may be a better place in which to live and work. If this is done effectively and reaches all segments of the community, popular support for adult education will be assured."

Financing Adult Education. Discussion Leader, Philip Klein; Recorder, Edward Olds. The group received and discussed information on the financing of public adult education and agreed on the following general principles:

1. States should provide financial aid to local school systems to carry on adult education.

2. The proportion of the cost of public school adult education met by state aid should be comparable to the proportion of the cost of elementary and secondary education met by state aid.

3. When any state revises its provisions for financing elementary and secondary education, it should include provisions for financing adult education.

4. State education departments should employ specially qualified personnel to provide consultation and field service to local school systems in establishing and operating adult education programs.

5. State plans for aiding adult education should include measures to encourage the employment of adequate administrative and supervisory personnel for local adult education.

6. Systems of state aid for adult education should fit in with systems for aiding other public school programs, permit local autonomy in program, and exercise fiscal control to insure accountability.

The group noted the need for studying the financing of non-public adult education programs so as to provide a picture of the total pattern of adult education financing.

Providing Adequate Physical Facilities for Adult Education. Discussion Leader, Howard L. Johnson; Recorder, Walter R. Hobbs, Jr. This group pointed out the need to design school buildings and other buildings that are used for adult education with specific reference to this type of use. It submitted recommendations for committee work, publication, and promotion related to the provision of more adequate physical facilities to the Delegate Assembly for its consideration.

Developing A Program of Research and Evaluation. Discussion Leader, Paul Bradt; Recorder, Bernice MacDonald. A discussion of the problems in evaluation and research faced by the group members in their jobs led to the formulation of the following recommendations to AEA:

1. Establish a clearing house through which local, state, and national organizations can learn what others are doing about research and evaluation and find areas of fruitful collaboration.

2. The clearing house should identify the areas in which evaluation is needed, collect examples of evaluative instruments and procedures, interpret these to the field, and make consultation services available.

3. The AEA should encourage adult educators to take a "research attitude" toward their work, attempt to develop collaboration between basic research workers and practitioners in areas where action research is needed, and encourage graduate school faculties and students to work on research problems in adult education.

4. AEA should attempt to mobilize the resources needed to develop research in adult education and encourage research teams to do basic, applied, and interpretive research.

Building Vigorous Local, State and Regional Associations. Discussion Leader, Alfred S. Holt; Recorder, Clarence D. Jayne. This group pointed out some ways in which AEA policy could encourage the development of stronger local, state, and regional associations. Specifically: giving top priority to a community service program, with direct help to

local, state, and regional associations an integral part of such a program; finding ways of selecting members of the Delegate Assembly so local groups would feel themselves to be actually represented and a part of AEA; holding regional AEA conferences; working out a dues structure for AEA that would enable AEA and local organizations to effect a partnership in membership recruitment and maintenance.

AEA Publications. Discussion Leader, Robert Schacht; Recorder, Ray Lewis. A major problem discussed was the types of printed materials needed by the members of AEA and the 10,000 persons reached by ADULT LEADERSHIP who are not members of AEA. The group agreed that an important difference between these two groups lies in their degree of self-identification as "adult educators" and in their degree of awareness of having purposes and problems in common with other "adult educators." In order to increase non-members' identification with the adult education movement, it was suggested that ADULT LEADERSHIP present news of AEA activities in the field. It was also suggested that, if there exists a feeling that AEA is only for people who regard themselves as professional adult educators, making the professional journal, ADULT EDUCATION, an optional rather than an automatic membership service might help to clear up this misconception.

Full Use of Television in Adult Education. Discussion Leader, Irvine H. Millgate; Recorders, Rea King and Eleanor Simon. This group recognized that the aims of organizations interested in putting on educational TV and radio programs were primarily to let the public know about them and their services and to inform or educate the public. They discussed the problems of getting training to do an adequate job, problems of finding time to plan and rehearse, problems of getting adequate personnel and of interesting the community in participation. They discussed different sorts of possible programs and reviewed some successful ones. They talked about sources of programming materials and sources of information about getting noncommercial TV going. Copyright and fair use of materials for TV was spotted as an area of uncertainty. Kinescopes and films were also discussed. The problem of the audience was raised—does America want to be educated? The workgroup saw educational TV as a responsibility adult educators must take on and suggested that an informal committee be set up to spell out a list of basic tools in communications and their application to TV as well as information on copyright and fair use of materials for TV.

The Availability and Use of Printed Materials in Adult Education. Discussion Leader, Richard J. Crohn; Recorder, Hayes Beall. This workgroup affirmed the importance of using adequate printed materials in adult education, mentioned how effectively they could be combined with other audio-visual materials, stressed the difficulty adult educators have in finding channels that keep them advised of best printed tools to be had. The group saw the need for descriptive guides to printed materials for use in adult education—these to include source, price, availability. It suggested a committee be established to develop a distribution plan for printed materials involving all

existing channels through which relevant materials can flow. It suggested the desirability of regional centers for adult education and believed the distribution of printed materials should be one of their functions. It recommended close liaison between AEA and publishers of books and pamphlets for exchange of information about needs for materials and channels of distribution. More serious efforts to get materials out to the people—not people in to the materials—was spotted as a need.

Home and Family Living. Discussion Leader, Mary S. Lyle; Recorder, Ruth R. Clark. This group discussed the principles involved in understanding human behavior and in helping people to clarify their values and make appropriate choices. It suggested the following as effective tools to use: 1. Role playing, which is an important technique in helping one to understand how others feel. 2. Films and other visual aids. It was stressed that these require careful preparation of the group before showing and would likely need interpretation and discussion. 3. Plays and excerpts from literature offer many situations that deal with people in the family context which can set the stage for understanding others. The need for individuals and families to have freedom to think and act in the light of specific situations rather than to conform to stereotyped values was stressed. The group saw that educators need to see and accept differences in values in family living. It also spelled out ways for formal and informal educational agencies to cooperate at all levels.

Developing Educational Programs with the Aging. Discussion Leader, Edith Whitfield; Recorder, Geneva Mathiasen. Some of the conclusions agreed upon by this discussion group were as follows: The function of adult education in relation to old age should be directed not only to provide programs for those in the later years but also to combatting stereotypes about older people. The most important of these stereotypes are identified as follows: 1. That chronological age is a desirable basis for determining retirement. 2. That older adults cannot learn. 3. That old age is a time of inactivity.

If education in the later years is to be effective, it is important to enlist interest in this period of life in the early and middle years. Adult educators need to acquaint themselves with total resources for older people in the community and integrate their programs into the total picture. Both program content and physical arrangements should be based on what is known about the usual physical limitations of older people.

In discussing the question of integration it was recognized that older people often tend naturally to congregate in groups of their own age and hence it follows that some educational programs should be provided especially for the older age group. On the other hand, it is equally recognized that in situations where the integrated group is a normal part of the circumstances under which educational program is given, such as training programs in industry, segregation is neither necessary or desirable.

Some questions directed to the Committee on Aging for further consideration were as follows: How many older persons are actually participating in programs? What does experience reveal as to the subjects which are most appealing? What types of people are being reached?

What techniques can be developed for meeting the educational needs of those with little or no formal schooling? Has adult education sufficiently considered the spiritual needs of older people and does it take into account certain fears which are prevalent in this age group? Is it possible to plan an effective program without more consideration of the basic purpose of the education? How can the Committee on Aging of the AEA integrate its work with that of other organizations and how can it secure more information about what is going on in other fields?

It was agreed that a workshop on the subject of educating older adults should be included in the further meetings of the AEA.

More Comprehensive Guidance Services. Discussion Leader, O. P. Dales; Recorder, Jeannette H. Ketcham. The members of the workshop were convinced that adults do need more assistance in solving adjustment problems. These problems grouped themselves around the overlapping aspects of personal, social, occupational, educational, and retirement adjustment. Considerable concern focused on the necessity for gaining support for adult guidance services. The group wanted to recommend that the AEA: 1. Seek to establish a joint committee with the Department of Public School Administrators and the American Association of Colleges for Teacher Education to study adult education and guidance services in the public schools. 2. Write into its minimum standards for adult education provision for guidance services. 3. Sponsor a study of national scope to determine the present status of adult guidance services. 4. Solicit the cooperation of the American Personnel and Guidance Association in recommending minimum provisions for guidance in adult schools. 5. Establish a standing committee in adult guidance activities with other professional associations and with state adult education conferences.

Opportunities for Adult Education Through Community Activities for Health Improvement. Discussion Leader, Beryl Roberts; Recorder, Homer Calver. This group emphasized "that adult education deals with people. Organizational machinery is justified only insofar as it helps adult educators to serve people better. Indeed within limits people who do not enjoy 'a complete state of physical, mental and social well-being' cannot be served at all. The maintenance of democracy depends on the maintenance of the public health." It recommended the creation of a continuing committee on health education in the AEA, recommended that the AEA include a health educator on all AEA committees which deal with subjects having a health content, and noted the need for intergroup understanding and cooperation. As means to this end the group suggested "the development of articles in publications, the creation of joint committees, joint meetings, the preparation of bibliographies or monographs." Sharing of resources should be less haphazard, it said.

Solving Our Problems of Fundamental Education. Discussion Leader, Douglas Bray; Recorder, Seth Spaulding. This group spotted those segments of the U. S. population most in need of fundamental education as people living in isolated rural areas, migrant workers, American Indians, Spanish-American immigrants. It recognized literacy as basic in our

society. It felt much good work is being done by various agencies–their experience and techniques need to be pooled and shared. A summary of research in the area was felt to be a need. More work needs to be done and public aroused to the problem. Might the armed services expand their program for the uneducated? Fundamental education for adults will improve educational opportunities of children. The group recommended that the AEA: 1. Reaffirm its co-sponsorship with the U. S. Office of Education in seeking funds for and promoting the Project on Fundamental Education for Adults. 2. Approve Federal assistance to the states to eradicate illiteracy. 3. Approve creation of a national AEA Commission on Fundamental Education. 4. Enlarge the present AEA Committee on Literacy and Fundamental Education. 5. Reaffirm its co-sponsorship of a National Conference on Literacy Education.

Adult Religious Education. Discussion Leader, Gordon Chamberlin; Recorder, Lily Edelman. This group emphasized that the function of religious adult education is to relate the spiritual and moral influences of our traditional faiths to all aspects of living. Religious educators want to take seriously their responsibility to adult education by helping to bring spiritual influences to bear on its philosophy. The group felt that AEA should give thought, when planning other conferences, to providing opportunities for religious educators to share their thinking with the larger group in a more integrated sort of way. The group also felt that religious education for adults should grow out of the motives and drives of the people who go to church and should attempt to create dedicated people. It felt that new methods were needed and spoke of some which have been tried–the fellowship cell, the retreat movement, and intensive educational work in organic church committees. The group felt there was a need for intensive leadership training of people already in positions of responsibility among the laity. It felt that the greatest possibility for inter-denominational and inter-faith understanding could be best approached through community cooperation on civic problems.

Working with Adults in Group Work Agencies. Discussion Leader, Samuel D. Freeman; Recorder, Russell Rymer. The main concerns raised by this group were the relation of the adult program to the purposes of the organization sponsoring the program, relating adult programs to program goals, problems of initiating program, evaluation of program, relation of facilities to program development, education of board members, relation of group workers to AEA. It was suggested that the use of branches of a single agency within one area increased involvement and participation. Home settings were described as meeting the objectives of intercultural programming. Board education, the group felt, must be continuous, and self-evaluation and planned visits to other agencies were most useful. Proper introduction of new members to program and history was tagged as a need. The group raised the question of board balance–of prestige vs. working members–and suggested that a fair representation from the various social and economic groups serves interpretational needs best. The group felt that not enough

group workers dealing with adults were affiliated with AEA.

Business and Industry. Discussion Leader, Foster Parmelee; Recorder, David Flynn.

In this group representatives of industrial concerns, consultant and business associations, service organizations, foundations, and educational groups met for the work of exploratory discussion. Adult education and its relation to—its purpose in—and its support by various spheres of business and industrial activity, were thoroughly considered during the three meetings of intensive group discussion.

Residential Adult Schools. Discussion Leader, Royce Pitkin; Recorder, Laurel R. Nielsen. This group found that residential-school programs reached an audience of widespread and differing interests—farmers, laborers, professionals, aging people, urban people. There was general agreement that the aim of the residential-school program should be to broaden the mind and spirit and that there is a place for this program in adult education.

The group felt that the unusual elements in residential adult education were education for the development of the whole person, a commitment to the humanistic tradition and to the establishment of the unity of all human experience, and the use of democratic means which encourage participation and free inquiry. The group recommended that a work-group be scheduled at the 1954 AEA conference to discuss humanistic and democratic goals as being important for all education activity and that the AEA establish a Committee on Residential Adult Schools for the purpose of: "1. Securing information regarding the establishment of residential programs in North America; 2. Studying the principles and practices of adult residential programs; and 3. Generally furthering an intelligent appraisal of the unusual contributions which the idea of residential adult education has to offer."

Building a Program of Education with Young Adults. This group identified and discussed a number of problems although it spent most of its time on three: identifying the young adult, identifying his needs, and discussing ways to get young adults to participate. The young adult was felt to be between 18 and 30, a person with relatively little vested interest in the community and free to try new experiences. His main needs seemed to be to establish a home, satisfy work and recreational needs, and gain moral support from the community. The group felt that the interests of young adults change frequently and must be constantly reassessed and challenged. It recognized the importance of social and recreational co-ed activity. It felt that advisory committees and a budget for young-adult activity in the community would be helpful. Young adults should be given as much responsibility as they can handle and should distribute the leadership roles among the members of their groups. They should also be encouraged to express their views without being intimidated. The group reached three general conclusions: "1. Programs should be planned to meet obvious and expressed needs. 2. In spite of active participation in many fields already, the young adult will find time for other activities they feel are important. 3. There is a growing fear on the part of young adults to deal with controversial issues today because of possible intimidation."

Working Together*

Paul H. Durrie

One of the occupational diseases of adult educators is professional loneliness. Most of us us work quite apart from others who have jobs like ours and we enjoy the opportunity of talking with others. I think that is one of the reasons why we like to attend our state, regional, and national conferences. I am sure that tonight there will be a dozen little sessions in the rooms of the New Yorker Hotel—post-sessions in which the main subject of conversation will be adult education. Regardless of what other stimulation there may be, there will be that of sharing our experiences, of learning from others, and of talking about our common goals, our common tasks, our common problems.

I have sat in on a great many sessions of this sort, held in hotels all over the country as well as around the firesides of some of our fellow adult educators who have been so good as to entertain me as I have crossed and recrossed our beautiful land on AEA business. In one such session a few weeks back we were talking about the difficulty of building an awareness of what adult education is. There are so many misconceptions! When I mention adult education on a plane to someone sitting beside me, he is apt to look up with rather a puzzled look on his face and say, "Oh, yes. You mean education for the foreign-born." Of course I do mean education for the foreign-born, but I mean much more that that: I mean the adult education work being done by the library, by the agricultural extension service, by the vocational people, by those taking part in discussion groups all over the country; I mean the work being done by the League of Women Voters, the American Association of University Women, by the night schools whose lights blaze out each night from coast to coast. The list goes on and on as the need for adults to continue to learn all through their lives becomes increasingly recognized as a part of the pattern for freedom and for functioning democracy.

It seems to me that an appropriate symbol for adult education might be a rocket. The apex, the point, of the rocket is a letter A standing for adults. Then there is the long sylindrical body of the rocket and below it I would put an E, standing for education, with the open side of the E, the three bars, facing downward. This is the tail, the operating mechanism, of the rocket. I see education as a force that lifts man upward and helps him realize his potentialities. Through our associated action, through our work together as adult educators, through the pooling of our experience and our knowledge, we become more effective. This associated action gives adult education a framework that directs the energy of education so that it is not wastefully diffused. I can disassemble a skyrocket and place the powder

* Excerpts from an address delivered by AEA's President for 1952-53 at the final general session of the AEA Conference, October 28th.

from it in a little pile on the sidewalk. If I am careful I can light it and there will be a small explosion. It will do little harm and create little difference in the world about it. That same amount of powder left in the skyrocket can raise it high in the sky in any direction I may aim it and give a moment of glory.

In this adult education rocket of ours man is the cap and the part for which the rest exists. As individuals and associations all of our energies are geared towards men and towards helping them realize their potentialities. The body of the rocket is made up of the various organizations we have created to help us do a better job. Education is the force that permits us to do this better job, acting through, and as a part of, our various associations.

Let us carry our symbolism a step further and say that the rocket's fuel is the manpower required to carry on adult education. In these terms, we have a tremendous fuel supply—the manpower of the Adult Education Association. And the dues that you and I pay into the AEA and the money that we may get from grants and other sources provide the spark required to ignite the fuel. In that sense money is important. But money alone is not enough, and I find we can't over-emphasize that fact. I can sit in my car with it in gear, step on the starter and move it slowly down the street, but I'm using up a lot of battery in so doing and I'm not going very far. I act much more sensibly when I turn the key and send that spark into the engine to ignite the fuel. Then I have a vehicle propelled by just a tiny bit of spark used properly in combination with fuel and machinery.

We have a tremendous amount of "know-how" in the people who make up the AEA and who are doing the work of adult education all across the land. We have here in New York hundreds of people whose combined experience, whose combined knowledge, whose combined enthusiasm can change the whole shape of the future. During the past two and a half years that we have been an Association we have been given financial resources beyond our earliest dreams, and with these financial resources we have accomplished jobs that would otherwise have been impossible. We are grateful for these. However, as we look back over the record, it is easy to see where the money has been most productive. Maximum results have been produced when the project itself, the idea, has intrigued the interest and won the enthusiastic support of adult education leaders. Success has come as a result of putting a spark of money behind the tremendous enthusiasm of people skilled in working in the adult education field.

Our success or failure as an association will depend, in my opinion, on four things: one, the extent to which we, the leaders in adult education, see the important role of adult education in our times; two, the extent to which we can help create in our total population an awareness of the need for continued learning on the part of everyone; three, the extent to which we as adult educators see our tasks in proportion so that we build rounded programs which meet the total needs of the people; and four, the extent to which the AEA helps, directly or through stimulating others, to equip adult educators so that they can do the best job of which they are capable.

The AEA Looks Ahead*

Paul H. Sheats

Association Director, University Extension,
University of California, Los Angeles

A FEW MONTHS AGO I received the usual annual request for renewal of membership in one of our California adult education organizations. After some preliminary paragraphs describing the organization, the main argument for membership in bold face type was "1952 will be a *critical* year in adult education." The 1952 had been crossed out and 1953 inserted in ink. I strongly suspect that with suitable annual corrections, the same blank can be used for many years to come, and I get some reassurance from this incident as I face the responsibilities of service as your President for the term which begins today.

A second and more important source of strength to me is the knowledge that this organization was created and is today operating with a firm faith in the wisdom of shared leadership and the widest possible membership participation in policy making. I scarcely need to tell you that I believe in this principle and will do my best to abide by it. You have elected four vice-presidents, a secretary-treasurer, and new members of the Executive Committee, who, along with those whose terms have not expired, will broadly represent the interests of our membership and work efficiently and responsibly, I am sure, for the implementation of policies which the Delegate Assembly will define. We are eager to get on with our task.

As I undertake my part of this task, it seems to me that there are two basic questions which must be faced if we are to move forward toward the achievement of our constitutional purposes. I think you have a right to know how your new President perceives each of these.

The two basic questions are:

(1) How do we wisely and responsibly differentiate the truly important tasks which this Association must perform from the trivial or the merely urgent?

(2) How do we build and maintain a unified and socially significant adult education movement in this country without sacrificing the richness of our present diversity?

To help us answer the first question, your Executive Committee, certain committee chairmen, and staff officers have labored long and hard to place in the hands of every conference delegate an outline of nine possible areas of development which might be said to represent important needs of the adult education field. No priorities have been attached to these proposals, but before the Delegate Assembly adjourns we should have agreements on which of these proposals, or others, should represent our target in the year ahead, which should be given later priority, and which should be abandoned. We cannot expect the Delegate Assembly to prepare working plans for those items it deems important, but we can hope that it will be sensitive enough to the desires and wishes of the membership

* Address delivered by the AEA's new President at the Conference Banquet on October 28th.

to choose wisely. Having chosen, it is up to the rest of us–officers and members alike–to support the agreed-upon program to the best of our ability.

I will express only one personal opinion as to the merits of these respective proposals. Whatever choices the Delegate Assembly makes, I sincerely hope that it will not ignore the need for strengthening the machinery and the resources through which policy control by the membership can be insured. The corollary of this, of course, is that those of you who are asked to represent your colleagues on committee assignments or by running for election to constitutional offices must be willing and ready to sacrifice personal time and convenience for the larger good of the AEA. All of us must be willing, with or without official assignments, to become interpreters of the movement and ambassadors of the AEA. No amount of direct mail promotion, mass media advertising, Presidential or Executive Committee exhortation, can take the place of the face to face persuasiveness of devoted and committed members.

The first question I have posed obviously relates to internal organization and structure of the AEA. The second relates to our societal functions and responsibilities. How can we build and maintain a unified and socially significant adult education movement in this country without sacrificing the richness of our present diversity? There are at least two committees of the AEA whose work is related to this question, the Committee on Social Philosophy and the Committee on Intellectual Freedom, and I am particularly indebted to the former committee for its constructive contributions to this question. I like to think that in large part at least this work stands as a living memorial to Eduard C. Lindeman, whose presence in our councils we shall so sorely miss.

Let us face this second question frankly and realistically. We are the members of an organization which must be broad enough to encompass the National Association of Manufacturers and the Congress of Industrial Organizations or the American Federation of Labor, the full-time professional and the lay leader, the teacher of the foreign-born and the agricultural extension worker, the leader of a Great Books Seminar and the instructor of a class in Time and Motion Study. Dean Paul McGhee of New York University, in a publication issued by the Center for the Study of Liberal Education for Adults, has recently identified as a further divisive influence the emphasis on group action, group leadership, as against the continuing education of individual adults. I scarcely need to extend my description of the problem. Sometimes in my more pessimistic moments I think that about all such a conglomeration of interest groups can really be characterized as having in common is the hazardous nature of their respective jobs and the joy of being in a movement of such vitality that no program is so institutionalized that it is sacrosanct and no idea so harebrained that it cannot get a hearing.

These comments while not entirely irrelevant are, I realize, insufficient to justify a national organization or inspire the unification of a national movement. I would like therefore to suggest a further argument which in my judgment makes the AEA not only important and necessary, but in fact indispensable.

Let us face it, friends, we are a "do-good" movement. We are born

of the American tradition of faith in education, faith in our fellow man, faith in the ability of people to solve their problems either cooperatively or on their own. We began with the first town meeting on American shores, we flourished in the Chautauquas, we came of age in all the thousands of voluntary associations of neighbors and citizens which have uniquely characterized the American scene. We are of the land and of the people, and like the land and the people in all their diversity we stand for values held in common which are of infinitely greater importance than the things we hold in difference.

Our Common Values

It is important to know and be clear about what these common values inherent in our free society and in the adult education movement are. Basic among them certainly are freedom of association, freedom of communication, and respect for the dignity and inviolability of human personality. Adult education as we have known it in this country cannot continue to exist unless these values are preserved. If they are in jeopardy —from within or without—then I submit the role of the AEA as the voice of the adult education movement takes on a crucial and socially relevant quality.

In his last major address before he died suddenly a few weeks ago, Delbert Clark, Eastern Representative of the Fund for Adult Education, recalled Thomas Jefferson's commitment to "eternal hostility against every form of tyranny over the mind of man" and said, "Yet the outstanding fact of the Twentieth Century is the most determined attempt to reinstate such tyranny in more than four hundred years. Not since the Renaissance has freedom of the mind been confronted with such concerted and resourceful opposition in the whole world as in the past two decades."

Mr. Clark went on to say (and I hope the FAE will publish his address as partial tribute to one whose firm faith in the democratic process can continue to inspire us all) that the "attacks on freedom are not confined to the Communists"; that we should not fall into "the trap of believing that anyone or anything which is against Communism is therefore for freedom, for democracy."

I yield to no man in my hatred for Communism or any other "ism" which degrades man by destroying his freedom of choice and his individuality. But for this precise reason I cannot support under the cloak of anti-Communism, practices which seem to me to be clearly subverting our heritage of freedom. Adult education can thrive only in the clear light of freedom to seek the truth, to teach it, and to challenge it. Without these basic essentials, adult education becomes either indoctrination or plain sophistry.

My colleague, Abbott Kaplan, has demonstrated and documented what the threats to freedom mean for adult education and adult educators in an article shortly to appear in ADULT EDUCATION. I do not need to labor the facts here—what I do wish to make clear is that by its very nature, by its identification with the American heritage, by its very dependence on the foundation stones of a free society, the adult education movement and adult educators are on the firing line in this fight, and the chances for survival both of adult educators and a free society are considerably improved if we stand together rather than separately.

Please believe me, this is no pep talk for membership in the AEA. Whenever freedom of speech, freedom of association, freedom of access to any and all the facts is threatened, freedom of education cannot exist. Without freedom of education, no adult education movement worthy of the name can long exist. It is my sincere belief that the present drive for conformity, the use of guilt by association practices, the careful avoidance of controversial issues and controversial personalities in schools and adult education programs, the proliferation of investigating committees and the attempt to manufacture loyalty by fiat, do constitute a threat to a free society and a free adult education movement. I wish to be crystal clear on this point. I am not saying that investigations do not have to be made, that communism is not an ever-present danger which must be detected and exposed. What I am saying is that the methods used to accomplish this result can be and must be consistent with American principles of justice and fair play. Here is a point where our educative function must come into operation. We can and must learn, to use Homer Rainey's phrase, "how to avoid being murdered without committing suicide."

The societal function of adult education, its responsibility for helping to create an environment in which choices can be made rationally, soberly, and with full knowledge of all the facts, cannot be discharged in such a climate. Fear, suspicion, and distrust cannot be allowed to corrode the good will, friendliness, and faith in humanity which have motivated the finest achievements of this adult education movement. No one of us can afford to be counted out in this continuing struggle to maintain the conditions of a free society. It is in this area that we can find both our social role as an Association and a unifying purpose which transcends our differences and our diversity.

REPORT OF CONFERENCE EVALUATION COMMITTEE

Presco Anderson
Chairman, Conference Evaluation Committee

The Planning Committee of the 1953 AEA Conference set the following minimum objectives for the Evaluation Committee: (a) Improvement of the 1953 Conference as it went along; (b) improvement of future AEA conferences and adult education conferences in general.

In carrying out the first objective, the Evaluation Committee constructed instruments to be used in evaluating Conference staff orientation, the opening session and the four workgroup sessions. Thirty-five evaluation teammates assisted with the distribution and tabulation of the evaluation forms designed to assist workgroups with the self-evaluation of their activities.

Over 95 percent of the 335 persons who responded to the evaluation instrument used at the last meeting of workgroups felt that (1) their workgroups accomplished something which contributed to the "forward movement" of AEA, (2) a conference

with workgroups of this kind has real value, and (3) the discussion topic of their workgroups should be included in a future AEA conference.

Ninety percent of these people also state that their workgroup experience gave them a personal sense of accomplishment and satisfaction through working with others and that they would like to attend another similar AEA Conference.

In relation to the second objective, the Evaluation Committee would like to make the following suggestions concerning evaluation activities in the 1954 AEA Conference:

1. A member of the 1953 Conference Evaluation Committee might serve on the 1954 Evaluation Committee to present this year's suggestions for future conferences.

2. Next year's Evaluation Committee members might be chosen from the same geographical area to make face-to-face planning possible.

3. The Chairman of the 1954 Evaluation Committee might participate in some of the meetings of the 1954 Planning Committee.

4. If a workgroup type of organization is continued next year, the Planning Committee might consider the importance of selecting workgroup leaders who are firmly convinced of the values of group discussion.

5. Resource persons invited to serve in workgroups might be limited to fewer than 12 so that consultants do not tend to predominate by the combined weight of numbers and status.

6. Since each national AEA conference attracts a large number of adult education leaders who are attending for the first time, a special orientation session might be organized for first-time attenders to outline the general plan, purposes, and procedures of the conference.

7. The 1954 Conference Planning Committee might limit the size of certain workgroups. Some topics may be discussed most profitably by a relatively small number of people. If such is the case, there might be two or three such small groups working on the same discussion topic.

8. Two lists of all of those attending the next conference might be prepared. The 1953 list of conference participants became available after a large number of them had departed. The Committee suggests that one listing of conference attenders might be made available at the beginning of the conference on the basis of pre-registration, with a supplementary listing on the second day of the conference.

9. If the 1954 conference has workgroup teams similar to those of this year, it might be helpful if all members of workgroup teams attended all orientation sessions. Perhaps only those who will definitely attend orientation sessions should be selected to serve as leaders.

10. Provision might be made to hold orientation sessions for discussion leaders, recorders, resource people and evaluation teammates several months prior to the conference so that these leaders may become well-informed concerning their duties.

11. The AEA Conference Planning Committees might use more than one year for planning to insure securing the most appropriate physical facilities, to give discussion leaders more time to select the members of their teams, and to allow for the maximum orientation of conference leadership.

Report of the Delegate Assembly
Adult Education Association of the U.S.A.

New York City, October 26-29, 1953

Plan of Work

The opening session of the Delegate Assembly was held on Monday, October 26, from 8:30 to 9:45 a.m. for purposes of orientation. In this session the retiring President, Paul Durrie, introduced the new officers; the new President, Paul Sheats, reviewed the functions and legal powers of the Delegate Assembly; Cyril Houle, chairman of the Resolutions Committee, described the procedures for dealing with resolutions; and the Administrative Coordinator, Malcolm Knowles, described the reports and documents that had been prepared and distributed in advance to facilitate the Assembly's work. At this time the Committee on Nominations and Elections was asked to obtain nominations for vacancies in that committee for presentation at the final session of the Delegate Assembly.

On Tuesday, October 27, from 8:30 to 10:00 a.m., the Delegate Assembly met in five legislative committees, as follows: (1) Membership; (2) Relationships with Other Organizations; (3) AEA Program Emphases; (4) Policy Statements on National and International Issues; and (5) AEA Administrative and Organizational Affairs. At the Tuesday meeting these legislative committees organized their plan of work, reviewed the reports relevant to their fields of concern, and planned their agendas.

On Wednesday afternoon and evening the Resolutions Committee, which had been elected at the 1952 Delegate Assembly, met to organize, edit, and route the numerous recommendations received from the conference work-groups, the AEA committees, and other groups and individuals. Resolutions having to do with general AEA policy were routed to the appropriate legislative committees of the Delegate Assembly. Those resolutions which had to do with operational policy or with the work of AEA committees were routed directly to the AEA Executive Committee. A schedule showing the distribution of every resolution was mimeographed and distributed to the delegates Thursday morning.

On Thursday morning, from 8:30 to 10:30, the legislative committees met to formulate their recommendations on the basis of the resolutions they had received, and to arrange them in priority order for presentation to the general session of the Delegate Assembly.

The general session of the Delegate Assembly opened at 10:45 a.m. Thursday, October 29, and continued, with an hour and a half out for lunch, until shortly after 5:00 p.m.

In the interest of brevity and clarity this report will summarize the actions taken by the Delegate Assembly. A verbatim record of the proceedings and a record of the official Delegates in attendance are available for reference in the Chicago office.

Actions of the Delegate Assembly

Report of the Committee on Nominations and Elections

Chairman Everett Hosman made the following report on behalf of the Committee on Nominations and Elections:

1. This Committee by constitutional provision is elected by the Delegate Assembly. It consists of nine members. Election is for a term of two years. Approximately half of the committee is elected each year. Four members are to be elected this year.

The Committee reported the following nominees for membership on the Elections Committee for two-year terms:

New England–Dorothy Hewitt, Boston, Massachusetts
Mt.-Plains–Harold Bentley, Salt Lake City, Utah
Mid-Atlantic–William Powers, State College, Pennsylvania
Missouri Valley–John Davies, Iowa City, Iowa

2. This year, as last year, the Committee sought nominations for Officers and Delegates by means of a direct primary ballot sent to all AEA members. The appropriate number of winners on the primary ballot became nominees for the General Election.

3. The Election of Officers and Delegates was also conducted by secret ballot, all AEA members being given an opportunity to vote.

4. The results of the election, as determined by the Committee in a canvass of the ballots, was:

President–Paul H. Sheats; Vice Presidents–E. M. Hosman, Herbert C. Hunsaker, Cyril O. Houle, Robert E. Sharer; Secretary-Treasurer–Fern Long; Executive Committee–Maxwell Canterbury, Winifred Fisher, Clarence D. Jayne, Nicholas Mitchell, David Nicholson.

5. Approximately 33% of the membership cast ballots in the election. A slightly lower percentage participated in the primary.

6. With facilities at hand the Committee did its best to encourage all members to participate in choosing our leaders.

By and large, the correspondence indicated a growing satisfaction with the general procedures of voting in the primary and election.

It remains for each state to give more attention to the nomination and election of candidates within its own borders. This would seem to be a matter for local concern and development.

7. The Committee is of the opinion that the Association would do well to continue the general procedure adopted this past year for at least two more years, when it may be reviewed and evaluated in terms of previously stated objectives.

Action

The report of the Committee was approved, and the secretary was instructed to cast a unanimous ballot for the nominees to the Elections Committee.

Actions Related to Program Emphases

In introducing its series of recommendations, the legislative committee on program emphases presented the following statement as providing the framework for its thinking about this matter:

We propose that the AEA devote its efforts to a program of serving the following aims:

1. The strengthening of the AEA's ability to serve the movement through strengthening its membership, its core services, and its policy-making process.

2. Increasing the reservoir of knowledge and materials available to the field, through research, information-exchange, publications, and subject-matter development.

3. Energizing local community planning for adult education and improving the machinery for making national resources available to local communities; in particular, strengthening two of the most promising areas of institutional development—the public schools and national organizations.

In deciding on priorities the Legislative Committee on Program Emphases suggests five general criteria for formulating Association programs:

First, the programs should consolidate the gains in adult education and effectively use human and material resources;

Second, they should contribute to effective communications among local groups and vertically between national organizations and their local bodies;

Third, the programs should broaden the base of the adult education movement;

Fourth, the programs should build on basic knowledge of social processes;

Fifth, the programs should be consistent with democratic philosophy.

In stating these criteria we assume that the main effort of the Association will be directed toward improvement of programs at the community level. We also assume that the Association will be conscious of its unusual opportunity to set an example for other national organizations.

The following actions were taken regarding Program Emphases:

Community Service Program

The Executive Committee was authorized to seek funds for the planning and development of a Community Services Program of the general nature described in the Working Paper, as an urgent item of priority.

Council of National Organizations

The Executive Committee was authorized to seek necessary funds for the continuation of a Council of National Organizations for a three-year period as an urgent item of priority.

Public School Adult Educators

The Delegate Assembly approved the decision of the Executive Committee to increase its services to public school adult education by seeking a foundation grant for the proposal submitted jointly by the Executive Committee and the National Association of Public School Adult Educators, as an urgent item of priority.

Training

The Executive Committee was instructed to strengthen the AEA Committee on Training in order to enable it to:

(1) Act as a clearing house for the exchange of training ideas and aids.

(2) Stimulate the development of additional resources for training at the local level, in consultation and possible group sponsorship with the existing organizations interested in training, and

(3) Explore new means of training such as vacation centers, and leadership institutes in areas of strategic importance such as public and international affairs.

Information Clearing House

The Executive Committee was authorized to organize a service in the Adult Education Association which would be responsible for setting up a clearing house on personnel, maintaining an accurate census of adult education organizations, and working with the AEA Committees in helping them to carry out research, exchange information, and maintain central records. The Executive Committee was authorized to seek funds for this purpose.

Bibliographic Service

The Executive Committee was authorized to work out an arrangement with the American Library Association to set up a national bibliographic service, and to seek funds for this purpose.

Publications

The Executive Committee was authorized to use present resources and to seek additional funds for the continuance and improvement of the publications program of the AEA, as an immediately desirable item of priority.

Research

The Executive Committee was authorized to seek funds for the development of a program of fact-finding research and the stimulation of experimental research.

Communications with FAE

The Executive Committee was requested to establish effective processes of communication within the adult education movement about the work of the Fund for Adult Education, especially in its Test-City and Test-Regional Projects.

AEA Administrative and Organizational Affairs

Adoption of Budget

The 1954 budget as presented was approved in principle and the Executive Committee was authorized to make adjustments in the light of income. The Legislative Committee, in presenting its recommendation, expressed the sentiment that it is highly important that we as an Association work diligently toward getting on a stable basis of financial support, and toward freeing ourselves from dependence on outside sources of income.

Organizational Services

The Executive Committee was authorized to seek funds for the expansion of the organizational and operational services of the AEA, particularly in providing support for the activities of AEA committees, and in providing an enlarged core of administrative and program staff, as an urgent item of priority.

A resolution that the AEA work toward a central office from which all the basic administrative activities of the Association would be undertaken was tabled.

Representation of National Organizations

The recommendation was approved that the Council of National Organizations be invited to explore ways and means for national organization leaders to take part in the policy-making activities of the AEA through representation in the Delegate Assembly.

Delegate Assembly

In order to improve the functioning of the Delegate Assembly it was resolved that:

(1) The Delegate Assembly meet annually for at least two days.

(2) State delegations be encouraged to meet, preferably along with their constituents, prior to the Delegate Assembly meeting.

Executive Committee

In order to improve the functioning of the Executive Committee it was resolved that:

(1) The Constitution be amended to reduce the number of Vice Presidents from four to two.

(2) The president of the National Association of Public School Adult Educators be added ex-officio to the Executive Committee.

(3) Provision be made as soon as possible for not less than three meetings each year of the Executive Committee.

Committees

In order to improve the functioning of the AEA Committees the following operating policies for committees were approved:

(1) Chairmen of committees will be appointed by the president for terms corresponding with the terms of office of the Association's officers.

(2) Members of non-elected committees will be appointed by the president in consultation with the Committee chairmen. Members of "continuing committees" will be appointed for definite terms that provide for rotation of membership. Appointments will usually be for three-year terms with one-third of the membership of each committee being replaced each year. Members of "ad hoc committees" will be appointed for the life of the committee or until relieved of that responsibility by the president or committee chairman.

(3) Since committees are a major resource of the Delegate Assembly and the Executive Committee, responsible for formulating and recommending policies to them, one member of the Executive Committee will be appointed to serve as liaison to each committee. His responsibilities will include:

a. Keeping informed as to the work of the committee by attendance at its meetings or by correspondence; interpreting its plans and its recommendations to the Executive Committee.

b. Consulting with the chairman and interpreting decisions and policies of the Executive Committee to him.
c. Otherwise facilitating the work of the committee.

(4) A staff member will be assigned to each committee to provide secretarial services and to advise with as required.

(5) Committees will report on their activities, plans and recommendations prior to each meeting of the Executive Committee. They will be notified of these meetings at least one month in advance by the staff member who works with them. Such reports will usually be given by the Executive Committee member who works with them but should be prepared by the committee chairman or someone who is designated by him.

(6) Once a year, soon after he takes office, the President (or Administrative Coordinator) will notify the chairmen of Standing Committees as to the funds allocated to each committee's operations. They have full authority to expend these in any way they feel wise. Any income earned by committee operations is under the control of the Executive Committee. Requests for additional budgetary support may be authorized by the President in consultation with the Executive Committee member assigned as a liaison to the committee concerned.

A recommendation that members of the Delegate Assembly receive a copy of the agenda of all meetings of the Executive Committee two weeks in advance of the meetings, as well as regular reports of actions by the Executive Committee, was referred to the Executive Committee.

A proposal for the creation of a National Citizens Commission on Adult Education was referred back to the Executive Committee for further consideration, with the recommendation that action on it be delayed until such time as the AEA's full machinery for policy-making and direction-finding is further developed.

Policy Statements on National and International Affairs

Policy Statements on Legislative Issues

The following procedure for formulating policy statements on legislative issues was adopted:

Beginning January 1, 1954, policy statements on legislative issues shall be the responsibility of an Adult Education Legislation Committee consisting of one of the Association's vice presidents, two other members of the Executive Committee, and six members appointed by the President from the various regional areas of the Association for rotating three-year terms. The Chairman shall be elected annually by the Committee.

Policy statements shall be made only on those national legislative issues which would directly affect the AEA membership or the adult education movement. There shall be no policy statements made which jeopardize other desirable educational programs, the unity of the Association, or the present tax exempt status of the AEA. The AEA shall be prepared to carry through with concrete action on approved policy statements in specific situations where such action is needed.

The Legislation Committee shall study national legislation affecting the education of adults and submit recommendations pertaining to such legislation to the Delegate Assembly. Any request for consideration of special problems must be referred to this Committee before going to the Delegate Assembly. Proposals from officers and the membership of the Association must be presented in writing to the Committee at least 30 days before the meeting of the Committee. The Committee shall present its recommendations to the Delegate Assembly at least 24 hours before Delegate Assembly action is requested. When Delegate Assembly action is favorable, the matter goes to the President for appropriate action.

On such legislative proposals as may require consideration between meetings of the Delegate Assembly, the Delegate Assembly authorizes the Executive Committee to take interim action, but only upon the recommendation of the Legislation Committee.

Freedom of Inquiry

The following resolution submitted by the AEA Public Affairs Committee was unanimously adopted:

In these times of threats to our democratic way of life, we, the members of the Adult Education Association of the United States of America, reaffirm our commitment to freedom of inquiry among ourselves, and among all men, in all matters affecting our destiny. The very nature of our task demands our continuous effort to preserve and nourish this freedom. Wherever it is in danger we are all dedicated to its defense.

Educational Television

The following resolutions for the strengthening of educational television were adopted: That the AEA urge its affiliates and members

(1) To take the initiative in their communities to the end that educational television channels be retained for educational purposes, and

(2) To lend their support to all educational television programs with view to broadening their educational impact.

State Departments of Education

The following resolution for the strengthening of adult educational services in state departments of education was adopted:

It is recommended that the AEA urge that the chief state school authorities establish and maintain adequate professional field services in adult education in each state, utilizing all appropriate public and private sources of financial support which are available.

Membership

Three-phase Membership Plan

It was resolved that the Adult Education Association adopt, if economically feasible, the following three-phased membership program:

a. A membership carrying a fee of perhaps $2.00 or $3.00 with suitable publications and services for this membership, to be determined immediately by the Membership Committee.

b. A membership carrying a fee of $5.00 and offering these publications and services: (1) Receipt of either *Adult Leadership* or ADULT EDUCATION;

(2) Receipt of the Annual Report, the News Letter or such publications as may be substituted for them; (3) Other publications to be available at a reduced rate.

c. A membership carrying a fee of perhaps $10.00 and offering all of the above privileges and services plus receipt of all AEA publications.

Parallel Memberships

It was resolved, in the interests of a continuing effort to encourage the development of local, state and regional organizations primarily concerned with the education of adults, and in the interests of membership in the AEA, that a parallel membership be made available to local, state and regional organizations certified by the AEA Membership Committee, the state coordinator concerned, and the national membership coordinator. It was further resolved that as an encouragement to this development of local, state and regional organizations and of membership in the AEA that a sum not to exceed 20% of the AEA membership fee to be determined by the Executive Committee be retained by the collecting organization.

Special Memberships

It was resolved that the Executive Committee immediately consider the establishment of such special memberships, as (1) a life membership at an appropriate fee; (2) honorary memberships which may be granted to outstanding leaders in adult education in recognition of service to the adult education movement.

Relationships with Other Organizations

International Cooperation

It was resolved that the AEA continue its collaborative efforts with adult education movements in other countries with a view to closer international consultation and cooperation.

Relationships with Local Councils

It was resolved that the Delegate Assembly urge the Executive Committee to cooperate with regional, state and local councils and associations to clarify the relationship existing between them and the AEA.

Guidance Services

It was resolved that the Adult Education Association solicit the cooperation of the American Personnel and Guidance Association in recommending minimum provisions for guidance and personnel services in adult schools.

Audio-Visual Materials

It was resolved that whereas the division of audio-visual instruction of the NEA has established a committee on adult education, the AEA consult with this committee in order that through mutual aid the audio-visual materials and technics for use in adult education be improved.

1954 National Conference

1954 Conference Site

It was resolved that the fourth AEA National Conference be held West of the Appalachian Mountains and East of the Mississippi River and preferably as near the Southern part of the country as non-discriminatory practices will permit;

Conference Schedule

That the AEA affiliates–the CNO and NAPSAE–be invited to meet the first two days of the conference, that the AEA National Conference be held for the second two or three days of the Conference, and that the Delegate Assembly meet in the final two days of the Conference;

Regional Conferences

That the AEA welcomes invitations to co-sponsor regional adult educational conference;

Dates

That the next conference shall be held between October 15 and November 20, 1954, at that period of time that presents the fewest conflicts with other national organizations in the adult educational field;

Purpose

That the purpose of the conference should be to advance the program of the Adult Education Association as decided by this year's Delegate Assembly.

A resolution that a Conference Committee be appointed to study the form, purposes and methods of the Annual Conference of the past three years with instructions to prepare a plan and suggest methods which will serve a wide range of interests in adult education through methods more acceptable to the general membership was referred to the Executive Committee.

Miscellaneous Resolutions

Honorary Memberships

It was resolved that an honorary membership in the Adult Education Association be granted to the President of the United States, Dwight D. Eisenhower, and the President of the General Assembly of the United Nations, Madame Pandit, for their continuing interest in adult education and for their encouragement of and cooperation with the objectives of the Adult Education Association.

Resolutions Committee

It was agreed that the Resolutions Committee should be authorized to submit a report to the Delegates by mail evaluating their experience in this Delegate Assembly meeting and recommending procedures for the next Delegate Assembly meeting for the handling of resolutions.

International Understanding

A resolution proposed from the floor that the AEA call together a meeting of atomic scientists, government officials, and others, concerning the

urgent need for education in international understanding, was referred to the Executive Committee.

Appreciations

Resolutions were unanimously adopted expressing the sincere appreciation of the Delegate Assembly to the individuals and committees responsible for the planning and arrangement of the 1953 Conference, to the management of the Hotel New Yorker, to the Board of Education of the City of New York, the Bureau of Adult Education of the New York State Department of Education, the New York Adult Education Council, the American Theatre Wing, and the New York Public Library, for the many special services they performed, and to the volunteer and paid staff of the Conference. It was resolved that the Executive Committee and staff of the AEA be commended for their efforts in connection with the fine publications (*Newsletter,* ADULT EDUCATION, and *Adult Leadership*) and other services which have aided in a very significant way the development of the stronger state, local, and regional organizations.

NAPSAE's FIRST NATIONAL CONFERENCE

Introduction

Under the leadership of its President, Manfred Evans of Los Angeles, the National Association of Public School Adult Educators held its first national conference in the Statler Hotel, New York City, on October 24th and 25th. Some 275 adult education leaders from the public schools of the nation attended the two-day session which preceded the annual conference of the AEA at the New Yorker Hotel in the same city. The keynote address was made by W. Ballentine Henley, president, College of Osteopathic Physicians and Surgeons, Los Angeles. The conference program provided a series of workgroups considering certain problem interests of the conferees and another series engaged in a discussion of problems related to the improvement and growth of the NAPSAE organization. Mark McCloskey, director, Division of Community Education, New York City Board of Education, was the principal speaker at the annual dinner held on Saturday night in the Georgian Room of the Statler.

In their annual election the members of the organization chose Loy LaSalle, director of adult education, Lansing, Michigan, as their new President, with R. J. Pulling, chief, Bureau of Adult Education, New York State, as Vice President, and Margaret Kielty, director of adult education, Fitchburg, Massachusetts, as Secretary-Treasurer. Executive Directors chosen for the coming year were Ray Phipps, Angelica Cass, Lucille Peach, Ona Wagner, Wayne Dick, Louise Heyl, Sarah F. Smith, Marguerite Tolbert, James Dolan, Robert Coates, Wilzetta Brown and Elmer Rawley.

The conference closed Sunday night with a summary of the conference prepared by Jack Crabtree of the Bureau of Adult Education, New York State Department of Education, and an address by Alexander Stoddard, Superintendent of Schools, Los Angeles.

Adult Education in Relation to Our Country's Purposes*

Alexander J. Stoddard
Superintendent of Schools, Los Angeles, California

ON THAT fateful night in August, 1945, when the atomic bomb was dropped on Nagasaki, President Truman said to the world:

"The new thing, the thing we had not known, the thing we have learned now and should never forget is this: that a society of self-governing men is more powerful, more enduring, more creative than any other kind of society, however disciplined, however civilized. We know now that the basic proposition of the worth and dignity of man is not a sentimental aspiration or a vain hope or a piece of rhetoric. It is the strongest, the most creative force now present in this world."

A few years before that time, then President Hoover said to his country: "If we were to suppress our educational system for a single generation our equipment would decay, most of our people would die of starvation, and intellectually and spiritually we would slip back four thousand years in human progress."

Deliberate education always has played an important role in the lives of people and nations as well as in the processes of human growth and development. Schools and colleges of one kind or another have existed ever since man began to be civilized. States and countries have always used education as one of the means for carrying out their purposes and programs. But never before has education been carried on as widely and intensively as it is today. Never before has the battle for the control of men's minds been waged as vigorously, and even as ruthlessly in some parts of the world as it is today.

In the colonial period of the development of our country our schools were patterned largely after those of the old countries of Europe. Generally, in those days, education was regarded as a perquisite of aristocracy. The privilege of an education was restricted to the early years of life and to a small part of the people. The highly academic content of the curriculum was designed to produce mental discipline for the few. That concept of the function and scope of educational opportunity persisted, but with increasing challenge, well down into the latter part of the nineteenth century.

It is of considerable significance that several of the great leaders who founded our country spoke of education as an inherent right of human beings, and also of education as a potent instrument in effecting the purposes of the new country. One of them in particular, in his speeches and writings, asked many times: What is to be gained by guaranteeing to the people the inalienable right to life, liberty, and the pursuit of happiness without at the same time estab-

* A slightly condensed version of an address to the final session of the NAPSAE Conference, October 25th.

lishing educational opportunities for all the people as the means through which they may realize these rights?

How and why the Old World philosophy towards education, instead of the more democratic attitudes of many of the Founding Fathers, continued to dominate the development of our educational system largely through the nineteenth century, constitutes one of the most interesting chapters of the history of American education. But it is sufficient for our purpose here to note that by the turn of the century several great forces had come together to shape a new pattern for education in this young and rapidly growing country in the New World. The struggles involved in pushing back the frontier across the continent had brought people of all classes more closely together and erased some of the concepts that had held men apart; a new psychology of human growth and development that emphasized individual differences and the potentialities of *all* people for living the good life and attaining their own best selves was becoming rather generally accepted; through the century there had slowly developed an understanding of the significance of such expressions as "We, the people" and "All men are created equal;" and increasingly the people were asking that the next generation might have the opportunity to enjoy the blessings of liberty through education more than they had in their own lives.

Thus it is that during about the last 50 years we have established and consolidated, to a considerable degree at least, four dominant points of view towards the function of education in our Republic that make our schools the instruments through which the American philosophy of life and the relation of government to its people may be realized. These four points of view carry with them elements of unfinished business that constitute some of the great challenges confronting our country today.

The first of these challenges centers in the point of view that education is a right of all the people because all people count. The struggle to provide education for all American children, youth, and adults constitutes one of the most thrilling and one of the most significant social changes in all history.

Education for All

This struggle was based on the belief that since *all* people count, all people should have the opportunity through the processes of education to become their own best selves, with no other fettering influences in the process than they will to place upon themselves. We now conceive our educational program as encompassing the needs of all the people, young and old, the specially gifted, the so-called normal, the slow learners, and the physically handicapped, all without regard to age, or sex, or race, or color, or creed, or economic circumstance. To meet this concept our schools have become largely free and far flung through every nook and cranny of our vast country.

This first point of view involving the concept of education for *all* rather than for a *part* of our people is well on its way to general acceptance in our country. However, there are still those individuals, sometimes very powerful, who cling to the aristocratic philosophy that society needs hewers of wood and carriers of water and that educating *all* youth not only is a waste of money but also develops within them a potentially

dangerous attitude that they too have rights as persons that cannot be denied. Be that as it may, any attempt to limit educational opportunity to an aristocracy is not only un-American but in time would result in a citizenry unable to perform the functions and accept the responsibilities required of citizens in this highly complex age.

The Pursuit of Happiness

The second point of view upon which our educational scheme rests, and around which a major challenge lies, has to do with the relation of our schools and colleges to the pursuit of happiness.

The ability to succeed in the pursuit of happiness is not innate in the human being but must be acquired through long and patient study. Therefore, the curriculum of the modern educational institution must give a large place to those subjects and those types of experiences that mankind has long found to include the eternal verities of life, to satisfy the deeper longings of the soul, and to inspire to noblest achievement. Many phases of the curriculum are planned to help the individual to supply his needs in relation to his physical existence; other phases include the skill subjects which enable him to use his environment and deal with his fellow-beings; still another phase has to do with the expressions of human beings that constitute the culture of mankind. It is the experience of the race that it is this last form of learning that has most to do with true happiness. It includes our religion, art, literature, architecture, music, games, drama, and all other forms through which the noblest thought and emotions of each generation have been added to the social inheritance of the past and handed down through the centuries as man's tribute to his Creator and as his gift to posterity.

This pursuit of happiness should take place in the world's busy life and not apart from it. The story is told of two men who once tried to paint, each one, a picture of peace and rest. One painted a peaceful lake in the lonely mountain stillness—peace far away from every disturbance of trial and storm. The other painted a mother bird in her nest, hanging barely out of the reach of a mighty waterfall—peace in the midst of life's turmoil—the happiness that is achieved by an inner conquest of soul and by faith in the eternal goodness of things.

It may be well to emphasize that the term happiness as used in this discussion, and undoubtedly as conceived by our forefathers, does not refer primarily to that effervescent and transitory joy that comes from the exuberance of living, as frequently generated by the artificialities of life, although it may at times include such gladness.

Happiness, as we are conceiving it here, refers rather to that deep and abiding contentment that comes from the abundant life, even though such a life includes both joy and sorrow, success and failure, prosperity and adversity, sunshine and shadow, laughter and tears, cradle songs and funeral hymns. It is not that we would banish sorrow from our concept of happiness, if only we can have the ability to interpret the deeper meanings of sorrow; we would not object to the shadows in the picture if we could but know their relation to the light. To be happy, we want to know the realities of life, whatever they may be, to be able to understand relative values in the

midst of confusion, to be able to appreciate that which is good in the midst of that which is bad, to care for the deeper meanings in the midst of the shallow, to desire the worthwhile in the midst of so much that is trivial.

There are obviously but two phases to the possibility of making life more worth the living—first, making better the conditions under which we live and second, making the individual a more intelligent consumer of his environment, or, in other words, fitting him to know how to live more abundantly.

The physical conditions under which man lives certainly have undergone remarkable change in these latter years. For ages rivers and mountains and oceans were barriers behind which tribes and nations entrenched themselves. But we have bridged the rivers, tunnelled the mountains, and tamed the oceans. We travel over the earth, under the seas, and through the skies. The boundaries separating man from man are no longer geographical, but have become largely political and sociological. The products of every clime are carried everywhere.

Those ancient enemies, wind, rain, and snow, except for rare outbursts of temper, have become but psychological influences in life. Clothing, food, and shelter are now regarded by a large part of our people as matters of artistic expression rather than necessities of life. Earning a living is still important, but the margin of time for learning to live is constantly increasing. Few will deny that the physical world in which we live today is the most interesting that any generation has ever known. We certainly know our world better today than ever before. The romance of history may beguile us, but when we consider what we would lose if we were to turn backward, we would not trade our day for any of the past. The average citizen of our country today enjoys more physical comforts, including medical care, than any king enjoyed a relatively short time ago.

But there is another side to this gadget day in which we live. It is true that we have broken down earth's barriers but has there been an increase in neighborliness? It is easier to talk with more people through longer distances but has the quality of our communication or the purity of our language increased? We go here and there faster and further, but do we see more as we go? Our roads penetrate more deeply into the recesses of the valleys and follow the great streams to their sources, but are we any more closely attuned to the still small voice that speaks in quiet places? We roam over and through the mountains, but are we any more inclined to lift up our eyes unto the hills? We may be able to see the sunsets from greater vantage points, but can we paint them any more accurately? We may have music and oratory and drama in response to the magic call of science, but do they any more adequately satisfy the longings of our souls than when they were more difficult to attain?

The foods on our dinner table may be gathered from the four corners of the earth but have we any greater sympathy for the problems that confront peoples of other lands? Our presses turn out new books by the thousands, but will many of them be found on the shelves of our libraries a hundred years from now? The great industrial age in which we live is freeing men from over-burdening

labor, but has there been a corresponding development in our ability to use profitably the resulting leisure time?

How the schools of America answer these and many other similar questions will have much to do with our destiny as a people and as a nation. What we do with our vast and ever-increasing cultural inheritance is the concern of every classroom, assembly hall, cafeteria, playfield, library, and shop of every school in the land. It is the function of the schools to give to every person, as far as it is possible to do so, the key to unlock and claim the riches that are the common possession of all who are willing to pay the price.

The Search for Truth

The third point of view upon which our educational scheme rests, constitutes possibly our most baffling challenge. No man can become free unless he has continuing access to truth. How to keep the means of communication open for truth, how to train our people to search for and find truth, constitutes the underlying foundation of every phase of the school curriculum, permeates every activity from classroom to play field.

This problem of searching for truth is accentuated by the fact that it involves dealing with that greatest of all intangibles, *ideas*. If our country ever dies, it will be because of forces greater even than atomic energy. Are there such forces? There are. The bombs dropped on Hiroshima and Nagasaki killed only a few hundred thousand people. Bad ideas have killed millions and good ideas have caused millions to live who would have died.

It is in the minds and hearts of men that the destiny of persons and nations is determined. If we want to live it is not so much bombs, important though they are, that should concern us, but rather our major concern should be what we can do about the forces that play upon the minds of men. The most powerful finite force in the world is the mind of man. *Ideas* become bombs. The fact that the wounds of war are opened again and again even before they have time even to become scars, is not due so much to material things like bombs, and guns, and ships, and planes. Men and women open those wounds. War is not inexorable and natural. Man makes war. He wills that it shall be and he can will that it shall not be. But to so will he must first conquer his own carelessness, his own complacency, his own stubbornness. To do that he must increase his concern about ideas, how they come and how they go, and how they can be controlled for the good life instead of for death.

Our country's strength or weakness fundamentally lies not in our bombs or lack of them. It lies in our ability to create, express, control, and implement ideas. It will be our schools and colleges, our churches, our educational agencies of all kinds, not bombs, that will make or break our country.

Many countries have prostituted and distorted the processes of education in their schools and other educational agencies and institutions. This has been done both through denial to their people of access to the truth and through methodical repetition of falsehood and deceit so as to bias their attitudes and points of view in whatever directions best suit the purposes of the leaders of these nations. The world witnessed this on a grand scale in Germany, Italy, and Japan preceding and dur-

ing World War II and is witnessing it again today in the Soviet Union and its satellite countries.

When an attempt is made with undue or fanatical vehemence to exert unreasonable influence in trying to promote a cause; or when a point of view is advocated without regard for truth or with contempt for the integrity of human personality; or when there is attempt to control the minds and hearts of men so that they can be manipulated for purposes apart from or beyond the welfare of the individuals concerned; or when the attempt to control is exercised in such manner as to constitute tyranny over the mind or body of a human being or millions of human beings; the process used is *propaganda* and *not education.* The primary distinction is that education is concerned with the welfare and growth of the human being in relation to truth while propaganda subjugates both the human being and truth to the establishment of a point of view of selfish advantage to the propagandist.

If we are to defend ourselves and our way of life and the ideals for which we stand in a world where the struggle for the control of the minds of men is likely to become more and more severe, through the use of tactics more and more insidious and ruthless, our schools, and colleges, and other educational agencies must come to grips with the misuse of propaganda, in as realistic and effective manner as possible. Our people must be taught to understand and recognize the techniques and processes involved in propaganda. They should be taught also the proper defenses against it. These include the exercise of critical judgment, the attitude of not accepting points of view without examining their source and their consistency or lack of consistency with known facts, and a refusal to think in stereotypes or approve generalizations without examining the specifics that seem to support them.

How to develop in the people of America the ability to distinguish and act between that degree of gullibility that makes us the easy prey to propaganda, on the one hand, and cynical skepticism, on the other hand, that makes us believe everything is false and all men are liars, constitutes one of the greatest dilemmas confronting education. The answer lies between these extremes, in developing in each individual a desire for truth, ability to search for it effectively, and knowledge enough to recognize it when found.

Our country must compete with propaganda without resorting to using it either as a defensive or offensive weapon. We dare not allow ourselves to be maneuvered into the use of processes and means that are contrary to our democratic way of life, even to win a cold war.

The Search for Freedom

The school is a potent means through which good Americans are made. That is, this may be true provided the schools are places where boys and girls, men and women, their teachers, and all others concerned with the school, are deliberately trying to live together successfully, with due respect for one another's rights to be different.

There is much to be learned about political democracy. Many of our people grow to adult life, knowing altogether too little about our own government, its form, its structure, and its practical processes. The schools should remedy that condition

and do so *now*. There is no excuse for under-teaching our own civics!

But we know that there is much more to be learned about democracy than just its political forms. Our people must know about its processes as well as its forms. Practical means should be devised for enabling citizens generally to assume increasing responsibilities in community and civic affairs. They can and should contribute to the material improvement of life around them through real participation in actual duties to be performed.

We make a big mistake in failing to utilize the creative ability and constructive help that even our young people could contribute towards community building. Moreover, they have the *right* to participate far more than they do. The schools cannot escape a large share of responsibility for the alarming extent to which the voting privilege is not exercised in America.

The schools can do more than they have done to help build democratic attitudes towards minority groups and to reconcile on a democratic basis the economic, social, and intelligence differences among human beings.

The contribution made by our program of adult education all over America, especially in this area of preparing new citizens and upgrading those already exercising the functions of citizenship, is one of the most vital influences in maintaining and perpetuating our American way of life. The cost of the adult education program is amortized many times over every year by this one phase of the program alone. The many other values of the program are "velvet!"

Our schools must teach understanding of the word freedom and its implications for everyday living. We want to be free but we are not always willing to pay the price that freedom entails. Education reaches its noblest purpose as it contributes to the freedom of man. But how to teach a man to want freedom of man, how to help him reach for it, and at the same time so teach as to make him realize that he must be willing to accept the disciplines that make possible the freedom he seeks is the eternal challenge to the very process that we call education.

The schools have countless opportunities, day in and day out, to drive home the fact that each person must win his own freedom through the sometimes distasteful process known as sacrifice. If there is any one criticism of the schools that they dare not permit to be true it is that people are allowed to get by without giving their best.

Perhaps the schools reflect to some degree the laxity of attitude in this respect that characterizes altogether too many of our institutions. Possibly the desire to get something for nothing or something worth while at a bargain price in the basement is not learned altogether or even as much in the schools as in other phases and places of life. But it must not be learned *at all* in the schools or in our churches, or in our homes, or through the examples of life that are emulated day by day in our agencies of publicity.

The difficulty comes in trying to develop a love for freedom and a desire to be free, on the one hand, and at the same time develop the attitude and willingness to make the necessary sacrifices to realize the freedoms that are desired. How to teach our people to be willing to accept the responsibilities that are

involved in the attainment of worthy desires is one of the most serious problems confronting American education today.

Somehow we must revise the philosophy of life that is far too prevalent amongst all types and classes of people that freedom is a right rather than a privilege; a gift rather than a quest; that someone else can make us free; that freedom is a cheap thing that costs little or nothing of ourselves. Or, to state the problem positively, if our country is to continue to live, the vast majority of our people must learn (1) freedom is not the opposite of discipline, but rather discipline is the price of freedom; (2) freedom is positive, not negative; (3) freedom is something that we can have individually, only as we help others find it.

Freedom thrives only in the society of free men and sooner or later dies among slaves. People do not become free by climbing upon the shoulders of others, but they become free as they walk together towards freedom. Freedom is the word we use to describe the opportunity that man may have to attain his own best self, with no other fettering influence in the process than that which he wills to place upon himself.

No one is ever really free. We are always on our way. We become progressively free as we accept the disciplines that freedom entails.

As we learn to live together as free men in the everyday affairs of life, large and small, as we develop a patient enthusiasm for and a faith in the processes of education, and if we can keep our schools free from influences inconsistent with what America really stands for, we can make this the country men have dreamed about through the ages.

The Promise of Adult Education*

W. Ballentine Henley
President, College of Osteopathic Physicians and Surgeons, Los Angeles

IT IS WITH a great deal of trepidation that I address this group because I recognize individuals who have forgotten more about the technical aspects of adult education than I shall ever attempt to master. If the oft-repeated definition of an "expert" is true, namely, that an expert is "just a little spurt a long way from home," then to that extent I might qualify as an "expert," for I have come a long way to think with you about a common subject of vital importance to modern civilization.

In one sense adult education is the newest division of the general field of education, and in another it is as old as civilization itself. In a sense, tribal ceremonials, the council fire, might be viewed as a form of adult education. In a sense, all of life adds up to some type of education, even today—newspapers, radios, public issues debated, conversation, and yes, even entertainment. Just the plain fact of living tends to be an educational experience for those who wish to learn.

* Excerpts from the keynote address to the opening session of the NAPSAE Conference.

There is that vast field of adult education expressed in the women's club activities, such as the Federated Women's Club, the League of Women Voters, Business and Professional Women. Many of these organizations actually offer organized class work. And who would gainsay that men's service clubs with their weekly programs are not of vital educational influence on the community? The religious educational offerings are many and varied and of long standing—the Y.M.C.A., the Knights of Columbus, the young men's and women's Hebrew Associations. To all this is then added business and industry—educational offerings of organized labor, in-service training, American Institute of Banking, and the Credit Institute are just a few, indicating the terrific educational program that is seeking to provide learning experiences for the adult human being.

While it is not commonly referred to as such, the New England Town meeting in the 17th century formed an initial adventure in adult education on the North American continent.

It is a long and arduous trail through the years, but it leads indelibly to the present. The New England farmers and mechanics organized the first lyceum in Massachusetts in 1826 for the purpose of self-culture—community instruction and mutual discussion of common interests. In 1839 3,000 of these lyceums were in existence and had such eminent leadership as Emerson, Thoreau, Lowell, and Holmes. Bishop John H. Vincent in 1874 took steps for the inauguration of the Chautauqua Institute. The modern descendant or heir of this great tradition is the International Platform Association.

At the turn of the century the Workers Educational Association of England brought together an organization designed not to take men out of their class or trade, but to equip them for whatever was their occupation in life and in addition to equip them for the work of citizenship.

Universities quickly responded, and in 1907 Oxford University organized the first tutorial classes for adults. In the latter part of the 19th century the United States saw the beginning of the university extension movement and Andrew Carnegie's large benefactions to public libraries.

In 1913 a playground director by the name of Everett Cunningham and an engineer named George Mac N. Ross, provided the energy that caused the first legislation in the State of California authorizing the use of playgrounds for evening classes in recreation and vocational instruction, although adult education officially goes back to the early days of California's statehood in 1856. (It is interesting to note in passing that the first classes in Los Angeles were held in 1885, and while the teacher was paid by the Board of Education, the classes were not held on school grounds because it was a "trespass" to be on school property after 4 p.m. The class was held in an old abandoned adobe and whenever the class didn't like the methods of the instructor, they disciplined him by locking him out until he promised to be good.)

Credit is usually given to Cleveland, Ohio, for the initial attempt in the United States to organize an entire community's educational facilities for adult education. This was done in 1924. It was followed by Buffalo and spread quickly to Detroit, Chicago,

Brooklyn, and apparently could not be stopped.

The best example of a private educational venture for adults was that of Dallas, Texas. This was known in 1920 as the Civic Federation and Institute for Social Education. Following the Carnegie Survey, the American Association for Adult Education came into being in 1926.

The very existence of the adult education program indicates a change in the entire philosophy of education and in a large measure our philosophy concerning man himself. Once we thought of education as a process designed to prepare youth to make a living–it was to prepare children for life. Now we see it as a natural life process–that it is preparation in life–that is, preparation throughout life–that one never graduates from school, but he graduates from various schooling experiences. The little red schoolhouse now is enabling man to live at his highest potential powers.

Doctors return to school for refresher work, postgraduate work, and to learn the new discoveries and the latest changes in the healing arts.

Lawyers return for refresher work, digest courses of new legislation and the latest decisions, and seminar discussions of judicial problems.

Ministers are constantly returning to refresh themselves and to keep up with the advancement of the world in the many fields related to man's spiritual hungers.

The non-professional man and woman is also finding specialized training an avenue of self-improvement, either for vocational ends or to master new techniques in the art of living, to enrich one's capacity to understand, to appreciate, and thus to live on a higher level.

It is the constructive use of leisure time, and this leisure time itself is the product of a mechanical age, which, instead of being an instrument of debauchery of the human organism, it can become a stepping stone to higher views and nobler achievements.

In the 1952 statistical abstract of the United States it is estimated that we had invested in public school property in 1948 $9,212,746,000. To this was added in 1949 another $663,000. It is fair to say that similar additions have been made ever since. A terrific investment has been made in physical plants and to hold that this must remain idle from four in the afternoon until eight the next morning is a sheer waste of capital. No business man would countenance such procedure where his market demanded his product, so it makes good business sense to keep the plants busy, and that they are busy is indicated by Paul L. Essert of Teachers' College, Columbia University, when he states that there are between 25 and 30 million people in the United States engaged in adult education. Of this number eight million have been added in the last 15 years. The 1950 census shows that our population was 150,697,000 and of this number 97 million, or 65 per cent, are over the age of 21.

The Gallup Poll conducted in 1948 indicated that 41 per cent or approximately two out of every five adults of the voting population want to enroll in special courses for adults in some school or college. The poll showed three interesting facts–one, that the desire for adult education is greater among women than men; two, that those with some degree of college training had a greater desire to continue their training than those without it; three, that the greatest demand

for adult education is in the 21 to 29 age group.

The spread of interests is also rather surprising. The majority of adults are not interested primarily in vocational or commercial training alone. The highest percentage voted as wishing courses in social sciences, government, sociology, and history. The next most popular were the professional subjects, such as law, research, journalism, nursing, etc. where the demand was 16 per cent; this was equalled by the demand for languages of 16 per cent. Commercial subjects such as bookkeeping, typing and shorthand were requested by 14 per cent. Homemaking, including dressmaking, and housekeeping, received the affirmative vote by 11 per cent. Vocational subjects were requested by eight per cent. Fine arts, music, and printing were requested by eight per cent. Five per cent were interested in radio, navigation, radar, etc.

One challenge in this is that this type of diversified training must be made accessible to rural areas, perhaps through correspondence, through radio, or even through television.

And, since I mentioned television, isn't it a wonderful and miraculous instrument? It is fascinating, as you sit there at night and turn the dial, thinking that the program is going to improve any minute because it can't get any worse. I am reminded of G. K. Chesterton's comment concerning the telephone when he said that he was always amused that the telephone had been invented at precisely that moment of history when no one had anything to say. We have such startling tools today, but we have not yet learned to use them efficiently for the great task that lies ahead of us.

America has an unseen weapon—not a secret weapon and not a new one, but one that humanity has used from before history's dawn. I refer to the only lasting defense of the things that we hold dear—namely, people. People have the ability to think freely, the techniques of gathering facts, the ability to make comparisons, the courage to come to conclusions, and the faith then freely and openly to test the validity of these conclusions in orderly discussion and debate.

The modern world presents the age-old spectacle of reason against force, freedom against tyranny, and justice against expediency. On one side there is the school that contends that man is a means to the glorification of the state and that the individual must be subservient to the state. Opposed to this view is our system, holding that man is more than a machine, that man is an all-important and a Divine end in himself, that the only excuse for existence of the state is its ability to serve and to protect man.

In the adult education classes of America are found the secret ingredients that have made this country great—people of all races, all colors, all creeds are made brothers by their common search for truth and self-government. In the ranks of this vast democratic peacetime army can be found the housewife studying interior decoration, the young man learning a new trade, the retired business man finding expression in a new hobby, a recent arrival from Greece or Mexico or Latvia studying languages or the United States Constitution or American institutions.

The little red schoolhouse at night has become a thrilling, sparkling palace of light, opening the way for fuller living to those who wish to grow.

Learning for Millions*

Mark A. McCloskey
Director, Bureau of Community Education, New York City

EDUCATION for adults is a solid section of the great, sprawling American adventure—education for all. A greater proportion of people go to school in America than in any other land on earth—and who will say it hasn't "paid off." Our educational enterprise has made possible the breath-taking and imagination-shaking productive potential of this country, and it in turn has made further education possible and necessary. The growth of educational opportunity has kept pace with the quickening development of the country's productive potential. Now millions of American adults have time, the hunger for development, and the necessity for fulfillment that goes with it. The appetite for learning is good. It is persistent and it is "catching."

This appetite, this hunger is a diversified one. It could be the need for music or for movement of the body to music in modern dance, for working with tools, for baking clay formed by our own fingers, for acting in plays, or for painting pictures. In New York City we satisfy this hunger with almost 200 different kinds of courses.

The very presence of thousands of adults in the school building is a double dividend, in greater knowledge of the house of education for children and in increased public approval of public education. The common denominator of interest in a core of study is a solid pedestal for human relations to build on. The by-products in good mental hygiene defy description and measurement. Our files have scores of letters telling their tales of approval. The disposssessing of prejudices, the acquiring of friends, the lifting of spirits, and the creating of new groups in society are told in terms that would pierce the hard shell of the most detached student of measurement.

Three generations of one family at school is a common experience and a good one for family life. Families with more ties of common interest are by-products of an adult neighborhood school.

It is a mistake, I believe, to teach that citizenship is gotten from the great tracts alone. It can come from a sense of belonging and increasing satisfaction and happiness. Much of it is absorbed from the social structure of schools, churches, clubs, and the many-threaded social fabric in which we live and work. The public education program is a bright and strong thread in our binding together.

The problems in our public adult education program are easy to see and difficult to deal with. There is need for peace in education and particularly between the contending forces in adult education. There is a necessity for reducing the strife between the educationists and the subject matter specialists, the experts in how to teach and the experts in what is to be taught. We must never forget that that which binds us together, the common denominator in all our work, is people. There is need for getting

* Summary of an address delivered at the NAPSAE banquet, October 24th.

greater public understanding and acceptance of the view that the mass of people in the lower base of our pyramid of positions can get adult education only through cooperative purchasing in a tax-supported system.

We have to make a daily drive to maintain quality of work in big human organizations. There must be a steady recognition by teachers that they are learners with other adults. There must be a movement of adult learners out of the area of that which seems more frivolous toward the tougher terrain of the more serious and enduring. There must be recognition that guidance is necessary for adults and that additional organizing power and administrative strength are needed.

"This is not a work-a-day city only." Our school system, in its effort to provide adult education, should ascend from the bread-and-butter level to a succession of plateaus, each of them cheering the heart, delighting the spirit, and developing a great sense of citizenship. Adult education can, in fact, be a renaissance of learning for millions and add height to the glorious conception of our public education enterprise.

As Tensing and Hillary, Negro and white, helped by a host of people who supported them from below, conquered the heights of Mt. Everest, bound together by hempen cords and by spiritual bonds of common aspiration, so can we meet the problems of our democratic society as long as we too stay roped together.

Review of the NAPSAE Conference

Arthur P. Crabtree
Bureau of Adult Education, New York State Department of Education

It was Stephen Leacock, I believe, who once wrote of the man who got on his horse and rode off in all directions. The job of summarizing this conference is a reversal of that gentleman's performance: I must mount a number of horses and ride off in one direction. And so, if I fail to keep my seat on the backs of two principal speakers and sixteen discussion groups, I crave your indulgence and beg to remind you that even the old Roman charioteer never rode more than three horses at one time.

In distilling the sense of two principal speakers and sixteen discussion groups into a report of some few minutes, it seems to me that one has to follow a formula that I heard the other day for making holy water. I heard a fellow remark that the way you make holy water is to boil the hell out of it. That's exactly what I have had to do with all the many fine things that we have heard here in these two days. So, if I fail to include what you thought was your diamond-studded idea, or if I fail to mention some particular *bon mot* that you have nurtured since childhood for this particular conference, I apologize for the vulgarity of my selection. I shall attempt to remain reportorial and not editorial, but even the silkworm adds a certain amount of her own digestive juices to her ultimate product.

It seems to me that the reporting of a conference like this falls into two major parts: one, the reporting of the

actual things that were said by the participants, and, two, the reporting of what I call the feeling, or the unspoken things that we sense in the air as we go about our business. Perhaps, if we may borrow a parallel from the musical world, the one is the melody—the notes that are written on the score; and the other, the overtones that one catches as he listens for those tones that rise above the melody.

I shall attempt to report this conference, then, in terms of its melody and its overtones. This is the melody I heard.

I heard an inspiring address by our opening speaker, Dr. Henley. I thought I heard him say these things:

That ignorance is a savage luxury which the modern world can no longer afford. That adult education, planned and administered wisely, can become the means by which man achieves his God-intended destiny. Education is no longer a preparation for life—it is a preparation in life and throughout life. Dr. Henley stressed the fact that man is still in the process of becoming what he can be and what he is to be. But in a democratic society which assumes the ultimate perfectibility of man, it is, perhaps, more important that we preserve his right to strive for that perfection than it is for him to attain it. Good adult education, however, requires many things of those who make it their business. It requires that we keep the customer's point of view. We must begin where he is. Adult education must take its bearings in the living present, with things as they are, with time forever irreversible, and chart its future course. This philosophy has a familiar ring. Booker T. Washington said it in another way when he admonished his people to "put down your buckets where you are." America has a new kind of weapon, said Dr. Henley. It is not a secret weapon, but one that humanity has used from history's dawn. It is people—just plain people. Adult education must work with people in order that man may come to understand himself, in order that he may build a new and better basis for his moral and spiritual values. The purpose of adult education is not to give more effective tools to barbarians. It is our professional task and our inspiring opportunity to lead the adults we serve to a richer realization of life's fundamental premise, where the perspective is ever new and the skyline beckons on to still higher peaks to scale.

Last night I heard another principal speaker. In his inimitable way, Mr. McCloskey told us many things, things that will stick in our minds long after "the captains and the kings" have d e p a r t e d. Running through Mark's speech I thought I heard over and over again a central theme, a prayer for peace among our adult education forces, a hope and a warning that we must put aside this petty strife, that the job is big enough for all of us to share the glory. The common denominator which binds us all together in our work, said McCloskey, is people – and people cannot be divided into groups. He developed the principle of citizenship by osmosis—the simple process of people learning to live together. He deplored the viewpoint held by some that adult education is a business by which its teachers eke out a meagre existence, citing as one of our great problems the need for administrative and organizational power. But high above all the things McCloskey said I still hear his ringing challenge that "I will go along with anybody in the movement of adult education who is

working for its common good," and that we can make the movement what we will if we can stay "roped together as we climb" in the common cause.

Problem Interest Meetings

Last night I listened to the reports of our problem interest meetings. I believe you said that adult education must be built on the needs of people. This statement has been said over and over, but so have the Ten Commandments. You said that state financial support is necessary if adult education is to develop to its maximum potential, and that in the financing of adult education we must not think of teaching salaries alone but we must also include in our concept the necessary funds for administration, supervision, training, and counseling. You suggested that three per cent of the total school budget was too little for an adequate program of adult education. You also thought that the taxpayer gets the most for his dollar in the education of the adult, and that adult education strengthens the day school program through the education of the parent.

You said that the customers in this business of adult education quite often have a broader philosophy than some of those in the administration of public school education. With respect to in-service training, you told us that in-service training of the teacher goes on all the time because the teachers of adults, themselves, must be learners if they are to become good teachers. Then you gave us a glimpse of the Dewey philosophy of pupil-centered education when you advised us that the teacher in adult education must teach people—not subject matter. Problems of Americanization were mentioned and you voiced a plea for free classes for the foreign-born, with some examination of the literacy qualifications for first voters in all states. Lastly, you pointed out a trend in city school administration that indicated more full-time directors of adult education in the larger cities.

This afternoon you met again in discussion groups considering certain problems relating to the ongoing development of our organization. Here are some of your conclusions and recommendations of the afternoon: that NAPSAE solicit funds to enable it, for a three-year, experimental period, to provide consultation and field services on a national scale to state and local communities requesting such services and that such services be provided not on a staff basis but through the use of experienced people throughout the country. You recommended the writing of a handbook for administrators of adult education and set forth the points that it should cover. You suggested a committee of public school administrators to develop ideas for such a handbook, and urged all haste in the preparation of this publication. Concerning membership and recruitment, you recommended a national conference, with recognition of the part-time worker in adult education; a swap shop newsletter for the exchange of ideas; group meetings for NAPSAE at all other conferences. You suggested the institution of a package membership plan, with opportunity for package membership with both AEA and NEA.

Concerning NAPSAE relationships with other organizations, you came up with the recommendation that the Executive Committee of NAPSAE be empowered to develop affiliation with NEA as one of its departments; that in this development the maximum autonomy in policy-making be se-

cured; and that the Executive Committee of NAPSAE explore the possibility of establishing relationships with other national organizations with mutual interests. You recommended that a committee be appointed to survey materials in the field of adult teaching, and prepare a booklet of suggestions for good teaching, and that teacher-training institutions be requested to inaugurate units in each subject-matter field to the end that each graduating teacher might be better equipped to work in the expanding field of adult education.

Another recommendation coming out of the Sunday afternoon workgroups called for the creation of a national office of NAPSAE, with a program coordinator. You suggested that the creation of materials should be one of the major functions of this office. You recommended the appointment of an advisory committee to work with this national office and you named the types of its personnel. Again, you said in one of your groups that informational services were needed by the teachers and the adults alike in adult education; and to accomplish this purpose you recommended that NAPSAE create a standing committee on informational services to meet the needs of general NAPSAE membership. Lastly, you pointed out the need for an exchange of program ideas among the practitioners of adult education.

Conference Overtones

These were the tangible things of record that were said by our platform speakers and in our discussion groups. But conferences also have those intangibles of spirit and feeling that you sense with intuitive perception. These are the overtones of a conference, and in them we often read the verdict of our success or failure. These were the overtones I heard in this conference:

I heard the tones of a rising confidence by the people of an organization that is both old and new—the Public School Adult Educators of these United States. I saw a look of faith appear on the faces of a small group of people who formed this organization a year ago at East Lansing. I saw that look conceived in hope and born in satisfaction as our numbers grew to the gratifying total of 275 in this our first national conference. I caught the echoes of a unity of purpose and a fraternity of common cause as we settled down to the business at hand.

I thought I heard the muted chorus of your firm resolve that public school adult education will strive to serve better the adults of this nation in the anxious years that lie ahead. I thought I heard your answer to the age-old criticism that public school adult education is limited to the business of teaching the foreign-born and of preparing men to earn a living. Was I wrong when I thought I heard the voices of those who would prepare men to live an intelligent lift, as well? Was I wrong when I thought I heard someone say in this conference that we must distinguish between the enduring values of life and the trivia of daily frustration, that despite its affiliation with temporal events, genuine adult education is rooted in eternity? I believe I heard the haunting refrain of our American heritage, long-remembered but periodically forgotten, that the first task of public education is the preparation of the citizen for an intelligent life in a democratic society, and that we have less to fear from the subversive activity of our enemies than we have

from the subversive inactivity of our friends. The intelligent consensus of the governed, achieved in a climate of intellectual freedom, is more vital to the preservation of democracy than the dull consent of the uninformed.

Lastly, as I have worked and talked with you throughout this conference, and as I look into your faces now, I am struck with the fact that we are a little band, indeed, some 275 people, representing the public schools of the whole United States and its one hundred million adults. There comes, too, the fearful realization that in our nation and in the hearts and minds of the people we represent lies the last testing-ground of democracy. If it fails here, it fails throughout the world. How great, indeed, is our responsibility, when we realize that democracy's problems must be solved by the adults of today, fortified with today's knowledge and today's devotion to this high purpose. Surely, never in the history of mankind has destiny imposed so much on so few.

PROFESSIONAL LITERATURE

ACTION RESEARCH TO IMPROVE SCHOOL PRACTICES. By Stephen M. Corey. New York: Bureau of Publications, Teachers College, Columbia University. 1953. 161 pp. $3.00.

Professor Corey has written a very useful book for both practitioners and researchers in education. As Director of the Horace Mann-Lincoln Institute of School Experimentation, Teachers College, Columbia University, he brings extensive and varied experience in action research to the treatment of his theme. Dr. Corey and his staff at the Institute are experts in educational research, but, dissatisfied with the lack of application to improved school practice resulting from traditional expert research in education, they have chosen to use their expertness, for the most part, in stimulating research efforts by school practitioners in dealing with their problems of practice. This book has grown out of that experience.

In effect, Professor Corey's book is both an "explanation" and a "justification" of action research, though the two are intertwined in his treatment. First, the *explanation*. Action research in education is research undertaken by practitioners—the people who teach students, supervise teachers or administer programs—in order to improve their practices. The methods they employ are broadly the methods of science—the accumulation of diagnostic evidence to define problems more sharply, the formulation of "action hypotheses" which predict specified observable results if certain procedures are undertaken, and the trying out of these procedures along with the gathering of evidence as to whether the predicted results actually occur. Action researchers generalize the results of their investigation with particular reference to future applicability in their own situations, not, as in the case of basic researchers, with reference to applicability in all situations of the general type studied. (Dr. Corey makes much of this alleged distinction between "pure" and "action" research.)

Many "improvements that should be made in teaching, supervising or administering cannot be effected, if only one person changes his behavior." For this reason, action research in educational settings typically becomes *cooperative* action research. Such research adds to the research process all the complications involved in effective group work. One of the most stimulating and insightful chapters in the book deals with social-psychological conditions favorable to ac-

tion research and with ways of establishing these conditions in educational settings.

Dr. Corey's *justification* of action research involves neither derogation of basic research in education nor abject apology for action research as somehow inferior. He sees the two types as points on a continuum of problem-solving efforts. In terms of general method, they are similar. They differ principally, as already noted, in the criterion of generalization appropriate to each. One part of the justification of action research is its contribution to reducing the lag between the discovery of knowledge and its application in improving educational practice. Another part is the heightened motivation toward intelligent and experimental improvement of practice which action research properly conducted, stimulates and sustains in educational practitioners.

When Professor Corey revises his excellent book, I hope he will give attention to two points. 1. He now recognizes the large degree to which the character of action research derives from the theory or philosophy of education, implicit or explicit, which practitioners bring to the definition of their problems and the creation of solutions. I wish he might examine ways, as he has not done in this edition, by which practitioners can discover inadequacies in their theory or philosophy and by which they can work toward its improvement. 2. I am not sure the distinction between generalization of results to future applications in the "same" educational situation (action research) and generalization to all other educational situations of a type (basic research) is a real distinction. Any adequately formulated generalization involves the specification of the crucial conditions under which a discovered relationship is said to hold. Whenever these crucial conditions obtain, the generalization if true must apply and it makes no difference whether these conditions are found in a few situations continuous in time or a large number discontinuous in space. There are no doubt valid ways of distinguishing between basic research and action research. I doubt if Professor Corey has hit on one of these in his comments on generalization.

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THE COMMUNITY FACTOR IN MODERN TECHNOLOGY. By Jerome F. Scott and R. P. Lynton. New York: USESCO, Columbia University Press, 1952. 169 pp. $1.00.

This new volume in the UNESCO Tensions and Technology Series is subtitled, An International Study of the "Sense of Belonging" in Industry. Limited to the industrial field, the study explores the possibilities of community in industrial work situations. The authors point out that while industry is only one factor in the building of a community it is an extremely important one; industry is either part of a community or disrupts it. It cannot ignore the need for community satisfactions or expect them to be completely satisfied elsewhere.

Twelve case studies of selected industries and their impact on their communities were specially undertaken for this report. The studies were made in six West European countries, two in each country. The findings are correlated with those of similar studies by Elton Mayo, Lloyd Warner and Roethlisberger in this country.

The studies are of two kinds; one dealing with the disruption or the maintenance of established communities; the other with the absence or growth of new communities. The object was to try to determine whether the industry: helped to maintain a healthy community; was a healthy element in a disintegrating community; or fostered the growth of a new community.

The case studies of unhealthy organizations, that is, those industries which did not contribute to a sense of community and belongingness, revealed a number of characteristics in common. Among them: absence of craft hierarchy and of a continuous process by which attitudes, customs and social skills are passed on;

inadequate contact between various levels of the organization; inadequate contact between the industrial organization and its social environment; a general social sickness in the industrial organization and its social environment.

In contrast, those industries which helped to maintain or create a sense of community in their social environment were characterized by: autonomous and responsible groups throughout the organization; spontaneous collaboration between groups; integration of informal and formal procedures and structures; close relationship between the industrial organization and its social environment. In brief, the "unhealthy" industries did not provide adequate routine opportunities for meaningful, spontaneous, intimate human association at work, whereas the "healthy" industries did.

The authors conclude that the discords of industrial society are not inevitable and that there is reason to believe that industry can play a major role in maintaining and fostering the sense of community and healthy community relationships. But where this has been accomplished, the data indicate it has been due to persistent, conscious effort and the development of appropriate skills. It did not happen by accident nor was it left to chance.

This is an extremely interesting and well documented report. It offers not only hope—but a methodology for the mitigation of many of the conflicts and frustrations in an industrial society. In addition to its significance for older, established industrial communities, it is an invaluable guide to current efforts at industrialization in under-developed countries. Many of the adverse and disruptive effects of industrialization upon rural and agricultural communities may well be avoided if conscious effort, as well as appropriate techniques are utilized for the integration of industry and community.

The one basic criticism this reviewer has is that although the authors themselves indicate that industry is but one factor influencing community, the potential role of industry and industrial leadership, implicit in the conclusions, is exaggerated. In those societies where the goals of industry are exclusively or predominately pecuniary, the internal compulsions in periods of economic contraction militate against community integration. The primary concern of industry in such periods is for a balance sheet that will permit survival, even at the expense of mass lay-offs or other measures which, however disruptive of community, may be the only means of remaining in business. Aside from this limitation, however, the potentially constructive role of industry in building community cannot be over-estimated.

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TELEVISION: A NEW COMMUNITY RESOURCE. Prepared by the Council of National Organizations of the Adult Education Association of the United States. Available from the Wells Publishing Company, Leonia, New Jersey. 96 pp. $1.00.

"Television, A New Community Resource," reports the first television workshop of its kind for community organization personnel. The workshop was held in Los Angeles, California, April 22 through May 1, 1953. Representatives of 18 community organizations worked together for ten days exploring the possibilities of television for educational purposes and as a community resource. The workship was conducted by the Council of National Organizations staff in cooperation with the staff of Channel 28, Education Television Station of Los Angeles.

The booklet explains procedures followed in preparing for the workshop, the daily conduct of activities, the areas explored, the experiences shared, and the evaluation of the workshop by the participants, as well as of mistakes that were made in this pilot enterprise.

Included in the areas explored were production standards of professional tele-

vision people: problems and methods of financing television stations; program costs; program appeal; script writing; sets; audience limitations; what a camera can and cannot do; what constitutes an educationally sound television program.

In a foreword to the booklet, George H. Fern, chairman of the television committee of the Council, states, "It is hoped that this story will help both television leaders and community organization leaders in local communities, working together, to develop their stations as community resources. For those organizations and institutions which wish to conduct a television workshop, this story will prove to be a valuable guide in respect to criteria, planning, promotion, costs, and operation of a workshop for education by television."

THE CHALLENGE OF LIFETIME LEARNING. Fund for Adult Education, 595 Madison Ave., New York 22, N. Y. 40 pp. Free on request.

A pictorial report of the first two years' work of the Fund for Adult Education (1951-1953).

PERSISTENCE OF ATTENDANCE IN ADULT EDUCATION CLASSES. By Grace S. Wright. Circular No. 353. Federal Security Agency, Office of Education, Washington 25, D. C. 8 pp. NPL.

A report of a study of factors affecting persistence in attendance in "more or less standardized subject classes in public-school adult education."

ORGANIZING A COMMUNITY AMERICANIZATION PROGRAM. United Service for New Americans, 15 Park Row, New York 38, N. Y. 64 pp. NPL.

A third edition of the pamphlet formerly entitled, "Organizing and Teaching An Adult English Language and Americanization Program." Devotes much attention to teaching "industrial English" as well as conversational English.

THE WORKSHOP HANDBOOK: A Manual for School Administrators, Professors of Educational Administration and Their Associates. By W. A. Anderson, R. P. Baldwin, and M. Beauchamp. Bureau of Publications, Teachers College, Columbia University, New York 27, N. Y. 65 pp. $1.00.

This pamphlet describes four types of educational workshops set up for different purposes, tells how educators can set up their own workshops, and discusses some general principles for conducting workshops. Appendix includes bibliography and sample evaluation forms.

A COMMUNITY YOUTH DEVELOPMENT PROGRAM. By R. J. Havighurst and others. Chicago: University of Chicago Press, 1952. 59 pp. $1.50.

Reports the background of research and first six months' work of a team of social scientists who worked with citizens and youth-serving agencies in a medium-sized Midwestern community, providing training and help in developing their youth programs.

A CHARTER FOR A SCHOOL-SPONSORED SYSTEM OF CITIZENS' COMMITTEES. By Herbert M. Hamlin. Office of Field Services, College of Education, University of Illinois, Urbana, Ill. 21 pp. 25c.

A discussion of how professional educators can initiate and sponsor citizens' committees, and how they can help supply organizational patterns, procedures and methods through which intelligent and constructive participation can be realized.

DISTRIBUTIVE EDUCATION. Bulletin #380, Department of Public Instruction, Commonwealth of Pennsylvania, Education Building, Harrisburg. 142 pp. $1.25.

Describes the adult and secondary school program of distributive education in Pennsylvania. Distributive education is defined as vocational education for those engaged in occupations involving the distribution of goods or services.

PRETESTING AND EVALUATING HEALTH EDUCATION. Health Monograph No. 8. U. S. Government Printing Office, Washington 25, D. C. 77 pp. 20¢.

Order from the Adult Education Association, 1201 Sixteenth Street, N.W., Washington 6, D. C.

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AEA DIRECTORY, 1953. 87 pp. $1.00 to AEA members; $5.00 to others.

HELPS for Teachers of the Foreign Born. 4 issues per year; 8 pages per issue. Subscription for one year, $1.00.

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